

PLAN DE REINICIO Y RECUPERACIÓN

Plan de reinicio y
recuperación
para reabrir las escuelas

Bloomington
Junta de Educación de

Otoño de 2020

PLAN DE REINICIO Y RECUPERACIÓN

PLAN DE REINICIO Y RECUPERACIÓN

ÍNDICE DE CONTENIDO

<u>#</u>		<u>Página</u>
	Introducción	5
A.	Condiciones para el aprendizaje	7
1.	Salud y seguridad - Estándares para establecer condiciones seguras y saludables para el aprendizaje	8
a.	Área crítica de operación # 1 Pautas generales de salud y seguridad	9
b.	Área crítica de operación # 2 Aulas, salas de pruebas y terapia	11
c.	Área crítica de operación # 3 Transporte	13
d.	Área crítica de operación # 4 Flujo de estudiantes, entrada, salida y áreas comunes	14
e.	Área crítica de operación # 5 Evaluación, PPE y respuesta a los estudiantes y el personal que presentan síntomas	15
f.	Área crítica de operación # 6 Seguimiento de contactos	19
g.	Área crítica de operación # 7 Prácticas de limpieza de instalaciones	20
h.	Área crítica de operación # 8 Comidas	22
i.	Área crítica de operación # 9 Receso / Educación física	23
j.	Área crítica de operación # 10 Excursiones, actividades extracurriculares y uso de instalaciones fuera del horario escolar	25

PLAN DE REINICIO Y RECUPERACIÓN

2.	Apoyos académicos, sociales y de comportamiento	25
		<u>Página #</u>
a.	Aprendizaje socioemocional (SEL) y escolar climay cultura	26
b.	Sistemas de apoyos de varios niveles (MTSS)	27
c.	Soportes envolventes	27
d.	Servicio y distribuciónalimentos	de27
e.	Cuidado infantil de calidad	27
B.	Liderazgo y planificación	28
1.	Establecimiento de un comité de reinicio	28
2.	Equipos de respuesta ante una pandemia	29
3.	Programación	32
4.	Dotación de personal	35
5.	Ambientes de aprendizaje en persona e híbridos: Roles y responsabilidades	37
6.	Roles del educador relacionados a las necesidades tecnológicas de la escuela	45
7.	Atletismo	48
C.	Política y financiamiento	48
1.	Financiamiento de la escuela	49
D.	Continuidad del aprendizaje	51
1.	Asegurar la entrega de educación especial y servicios relacionados para estudiantes con discapacidades	52

PLAN DE REINICIO Y RECUPERACIÓN

2.	Tecnología y conectividad	53
3.	Plan de estudios , Instrucción y evaluaciones	54
4.	Aprendizaje profesional	58
	Apéndices	61

PLAN DE REINICIO Y RECUPERACIÓN

Introducción

El 26 de junio de 2020, el Departamento de Educación de Nueva Jersey (NJDOE) publicó "El camino de regreso - Plan de reinicio y recuperación para la educación" (Orientación de NJDOE), un documento de orientación para ayudar a los distritos escolares de Nueva Jersey a desarrollar, en colaboración con la comunidad. partes interesadas, un Plan de reinicio y recuperación (Plan) para reabrir las escuelas en septiembre de 2020 que mejor se adapte a las necesidades locales del distrito escolar. La Guía del Departamento de Educación de Nueva Jersey presenta información para los distritos escolares públicos de Nueva Jersey relacionada con cuatro áreas temáticas clave: Condiciones para el aprendizaje; Liderazgo y planificación; Política y financiación; y Continuidad del Aprendizaje.

El Plan de Reinicio y Recuperación de la Junta de Educación (Plan) se ha desarrollado para ser coherente con los requisitos de la Guía del Departamento de Educación de Nueva Jersey teniendo en cuenta las necesidades locales del distrito escolar para garantizar que las escuelas del distrito reabran de manera segura y estén preparadas para adaptarse las necesidades únicas de los estudiantes durante este tiempo sin precedentes.

Para garantizar la coherencia con respecto a la salud y la seguridad de las comunidades escolares en todo el estado, la Guía del Departamento de Educación de Nueva Jersey habla específicamente de las medidas de salud y seguridad identificadas como "estándares mínimos anticipados". Estos "estándares mínimos anticipados" son elementos que la Guía del Departamento de Educación de Nueva Jersey recomienda que un distrito escolar incorpore en el Plan como componentes definidos relacionados con la salud, la seguridad y las operaciones. A través de este conjunto establecido de estándares estatales, el Departamento de Educación de Nueva Jersey puede garantizar que la salud educativa del estado no sea a expensas de la salud pública. Los "estándares mínimos anticipados" en la Guía del Departamento de Educación de Nueva Jersey se enumeran y se han incorporado en el Plan desarrollado localmente del distrito escolar.

PLAN DE REINICIO Y RECUPERACIÓN

La Guía del Departamento de Educación de Nueva Jersey también proporciona “consideraciones” que pueden ayudar a los funcionarios escolares a diseñar estrategias para adherirse a los “estándares mínimos anticipados”, pero no representan los componentes necesarios del Plan. Estas "consideraciones" no se enumeran en el Plan del distrito escolar, pero los funcionarios escolares han revisado e incorporado las "consideraciones" incluidas en la Guía del Departamento de Educación de Nueva Jersey al desarrollar el Plan.

La Guía del Departamento de Educación de Nueva Jersey utiliza el término "debería" en todo el documento cuando hace referencia a "estándares mínimos anticipados ... que los distritos escolares deben incorporar en sus planes de reapertura como componentes definitivos relacionados con la salud, la seguridad y las operaciones". Por lo tanto, las disposiciones de la Guía del Departamento de Educación de Nueva Jersey enumeradas como "estándares mínimos anticipados" se han interpretado como componentes obligatorios del Plan.

La Guía del Departamento de Educación de Nueva Jersey utiliza el término "distritos escolares" o "escuelas" o "distritos" cuando se refiere a la realización de tareas. Por ejemplo, "los distritos deben desarrollar un cronograma para aumentar la limpieza de rutina". Este Plan asigna la responsabilidad de completar las tareas a los "funcionarios escolares", que serían el Superintendente de Escuelas o una persona designada por el Superintendente de Escuelas.

La Guía de NJDOE requiere una Política de la Junta para abordar varios elementos descritos en la Guía de NJDOE. La Junta de Educación ha adoptado la Política de la Junta 1648 - Plan de reinicio y recuperación que incluye las políticas requeridas en la Guía del Departamento de Educación de Nueva Jersey.

Este Plan está alineado con los requisitos descritos en la Guía del Departamento de Educación de Nueva Jersey. La sección de Apéndices de este Plan incluye los protocolos

PLAN DE REINICIO Y RECUPERACIÓN

únicos y desarrollados localmente del distrito escolar para garantizar que las escuelas del distrito vuelvan a abrir de manera segura y estén preparadas para adaptarse a las necesidades únicas del personal y de los estudiantes durante este tiempo sin precedentes. También se incluye en la sección Apéndices un cuadro que incluye todos los sitios web e información de orientación externa que se enumeran en la Guía del Departamento de Educación de Nueva Jersey.

Los requisitos descritos en la Guía del Departamento de Educación de Nueva Jersey e incorporados en este Plan están controlados por Orden Ejecutiva del Gobernador de Nueva Jersey y están sujetos a cambios.

PLAN DE REINICIO Y RECUPERACIÓN

PLAN DE REINICIO Y RECUPERACIÓN DE LA JUNTA DE EDUCACIÓN PLAN

Elde reinicio y recuperación de la Junta de Educación está diseñado para ser implementado en Fases y Niveles.

Fase 1: del 8 de septiembre de 2020 al 16 de octubre de 2020

Fase 2: del 19 de octubre de 2020 al 13 de noviembre de 2020

Fase 3: del 16 de noviembre de 2020 al 23 de diciembre de 2020

Nivel 1: alto riesgo de propagación comunitaria

Nivel 2: riesgo moderado de propagación comunitaria

Nivel 3 - bajo riesgo de propagación comunitaria

El Plan de reinicio y recuperación de la Junta de Educación comienza en la Fase 1 en el Nivel 1.

El Plan de reinicio y recuperación de la Junta de Educación aborda cuatro áreas temáticas clave:

A. Condiciones para el aprendizaje;

B. Liderazgo y planificación;

C. Política y financiación; y

D. Continuidad del Aprendizaje.

A. Condiciones para el aprendizaje Las

PLAN DE REINICIO Y RECUPERACIÓN

condiciones para el aprendizaje involucran factores sociales, emocionales y ambientales que pueden afectar la capacidad del educador para enseñar y la capacidad del estudiante para aprender, incluidos los estándares para mantener condiciones escolares saludables y seguras. A medida que las escuelas vuelven a abrir, el impacto del aislamiento social tanto en los educadores como en los estudiantes es un área clave de preocupación.

Las condiciones para el aprendizaje incluyen: Salud y seguridad: estándares para establecer condiciones seguras y saludables para el aprendizaje; y apoyos académicos, sociales y de comportamiento

1. Salud y seguridad: normas para establecer condiciones seguras y saludables para el aprendizaje; y apoyos académicos, sociales y de comportamiento

La sección de salud y seguridad del plan de la junta identifica diez áreas críticas de operación que la junta ha abordado en el plan: pautas generales de salud y seguridad; Aulas, salas de pruebas y terapia; Transporte; Flujo de estudiantes, entrada, salida y áreas comunes; Examen, PPE y respuesta a los estudiantes y el personal que presentan síntomas; Seguimiento de contactos; Prácticas de limpieza de instalaciones; Comidas; Recreo / educación física; y excursiones, actividades extracurriculares y uso de instalaciones fuera del horario escolar.

A lo largo de esta Sección de Salud y Seguridad, las disposiciones marcadas como "estándares mínimos anticipados" como se describe en la Guía del Departamento de Educación de Nueva Jersey se han incorporado en el Plan de la Junta y los protocolos relacionados, según corresponda.

La sección de Salud y Seguridad de la Guía del Departamento de Educación de Nueva Jersey también proporcionó "consideraciones adicionales" para

PLAN DE REINICIO Y RECUPERACIÓN

ayudar a los funcionarios escolares a considerar formas de adherirse a los estándares mínimos anticipados. Estas disposiciones también son consistentes con la obligación general de la Junta de garantizar la salud y seguridad de sus estudiantes y personal de conformidad con NJSA 18A: 40-6 y NJAC 6A: 16-2.1. Los funcionarios del distrito deben seguir los consejos de los funcionarios de salud locales para determinar el curso de acción más seguro en función de las circunstancias locales, que cambiarán a medida que evolucione el panorama de la salud pública. La salud y seguridad de los estudiantes y el personal es la prioridad número uno y ha guiado todas las decisiones del Plan de la Junta.

Diez áreas críticas de operación

- a. Área crítica de operación # 1 - Pautas generales de salud y seguridad
- Estándares mínimos anticipados incorporados al plan
 - (1) En todas las etapas y fases de la respuesta y recuperación ante una pandemia, los Centros para el Control y la Prevención de Enfermedades (CDC) recomiendan las siguientes acciones:
 - (a) Los funcionarios escolares establecerán y mantendrán comunicación con las autoridades locales y estatales para determinar los niveles actuales de mitigación en la comunidad.
 - (b) Los funcionarios escolares se asegurarán de que el personal y los estudiantes que están en mayor riesgo de contraer enfermedades graves estén protegidos y

PLAN DE REINICIO Y RECUPERACIÓN

apoyados, proporcionando opciones para el trabajo a distancia y el aprendizaje virtual.

- (c) Se seguirá la Guía para escuelas y programas de cuidado infantil de los CDC, si corresponde.
- (d) La Junta promueve comportamientos que reducen la propagación de COVID-19, como alentar al personal y los estudiantes a quedarse en casa cuando sea apropiado; fomentar la práctica de la higiene de manos y la etiqueta respiratoria; requiriendo el uso de cubiertas faciales; y letreros y mensajes dentro y alrededor de los edificios escolares.
- (e) Se proporcionarán adaptaciones razonables para las personas que los CDC identifiquen como de mayor riesgo de enfermedad grave por COVID-19, incluidos los adultos mayores (de 65 años o más) y las personas con discapacidades o afecciones médicas subyacentes graves, que pueden incluir :
 - (i) Enfermedad pulmonar crónica o asma (moderada a grave);
 - (ii) Enfermedades cardíacas graves;
 - (iii) Inmunodeprimido;
 - (iv) Obesidad severa (índice de masa corporal, o IMC, de 40 o más);

PLAN DE REINICIO Y RECUPERACIÓN

- (v) Diabetes;
- (vi) Enfermedad renal crónica sometida a diálisis;
- (vii) Enfermedad hepática;
- (viii) Estudiantes médicamente frágiles con Programas de Educación Individualizados (IEP);
- (ix) Estudiantes con discapacidades complejas con IEP; o
- (x) Estudiantes que requieran adaptaciones bajo un Plan de acuerdo con la Sección 504 de la Ley de Rehabilitación de 1973 (Plan 504).

[Ver Apéndice A - Área crítica de operación # 1 - Pautas generales de salud y seguridad]

- b. Área crítica de operación n. ° 2: aulas, salas de pruebas y terapia: estándares mínimos anticipados incorporados al plan

(1) Las escuelas del distrito permitirán el distanciamiento social dentro del aula en la mayor medida posible. Esto se logrará asegurándose de que los estudiantes estén sentados al menos a seis pies de distancia. Si una escuela en el distrito no puede mantener esta distancia física, se deben considerar modificaciones adicionales, incluido el uso de barreras

PLAN DE REINICIO Y RECUPERACIÓN

físicas entre los escritorios, girar los escritorios para que miren en la misma dirección (en lugar de uno frente al otro) y / o hacer que los estudiantes se sienten solo un lado de la mesa, separados.

- (2) Se requerirá que los estudiantes, el personal y los visitantes esenciales se cubran la cara a menos que inhiba la salud del individuo.
- (3) En un salón de clases donde puede haber distanciamiento social (por ejemplo, los escritorios están separados por 6 pies) o hay barreras físicas en su lugar, las cubiertas faciales se pueden quitar mientras los estudiantes están sentados en los escritorios, pero deben usarse cuando se mueven por el aula. .
- (4) Todos los salones educativos y no educativos en las escuelas y las instalaciones del distrito deben cumplir con los estándares de distanciamiento social en la mayor medida posible.
- (5) El uso de objetos compartidos debe limitarse cuando sea posible o limpiarse entre usos.
- (6) Todas las instalaciones interiores tendrán ventilación adecuada, incluidos los sistemas operativos de calefacción y ventilación cuando sea apropiado. El aire recirculado debe tener un componente de aire fresco, las ventanas se abrirán, si es posible, si no se proporciona aire acondicionado, y los filtros para las unidades de A / C deben mantenerse y

PLAN DE REINICIO Y RECUPERACIÓN

cambiarse de acuerdo con las recomendaciones del fabricante.

- (7) Los distritos escolares prepararán y mantendrán estaciones de desinfección de manos. Tales estaciones deben estar:
 - (a) En cada salón de clases (para el personal y los niños mayores que pueden usar desinfectante de manos de manera segura).
 - (b) En las entradas y salidas de edificios.
 - (c) Cerca de comedores y baños.
 - (d) Los niños de cinco años o menos deben ser supervisados cuando usen desinfectante para manos.
 - (e) Para las aulas que tienen estaciones para lavarse las manos, las estaciones deben estar preparadas con jabón, agua y desinfectantes para manos.

- (8) Los funcionarios escolares deben desarrollar un plan para toda la escuela en el que se requiera que los estudiantes se laven las manos durante al menos veinte segundos a intervalos regulares durante el día escolar y siempre antes de comer, después de usar el baño y después de sonarse la nariz, toser y / o estornudos.
 - (a) Si no es posible lavarse con agua y jabón, se debe lavar con un desinfectante para manos.

PLAN DE REINICIO Y RECUPERACIÓN

[Vea el Apéndice B - Área crítica de operación # 2 - Salón de clases, salas de pruebas y de terapia]

c. Área crítica de operación # 3 - Transporte - Estándares mínimos anticipados incorporados al plan

(1) Si el distrito escolar está proporcionando servicios de transporte en un autobús escolar y no puede mantener el distanciamiento social, todos los estudiantes que estén poder hacerlo al entrar al autobús.

(2) Las adaptaciones para los estudiantes que no pueden usar una cubierta facial deben abordarse de acuerdo con la necesidad particular de ese estudiante y de acuerdo con todas las leyes y regulaciones aplicables.

(3) Todo autobús escolar, ya sea de propiedad del distrito o contratado por el distrito, debe limpiarse y desinfectarse antes y después de cada ruta de autobús.

[Ver Apéndice C - Área crítica de operación # 3 - Transporte]

d. Área crítica de operación # 4 - Flujo de estudiantes, entrada, salida y áreas comunes - Estándares mínimos anticipados incorporados en el plan

(1) El plan de la Junta debe establecer el proceso y la ubicación para los exámenes de salud de los estudiantes y el personal.

PLAN DE REINICIO Y RECUPERACIÓN

- (2) Si no se puede mantener una distancia física (seis pies de distancia) para las personas en la fila esperando para entrar o salir de un edificio, se deberán usar cubiertas para la cara mientras estén en la fila.
- (3) Cada escuela del distrito proporcionará guías físicas, como cinta adhesiva en los pisos o aceras y letreros en las paredes, para ayudar a garantizar que el personal y los estudiantes permanezcan separados por lo menos seis pies en filas y en otros momentos (por ejemplo, guías para crear " rutas unidireccionales "en pasillos).

[Ver Apéndice D - Área crítica de operación # 4 - Flujo de estudiantes, entrada, salida y áreas comunes]

- e. Área crítica de operación # 5 - Evaluación, equipo de protección personal (PPE) y respuesta a los estudiantes y el personal que presentan síntomas - Estándares mínimos anticipados incorporados al plan

- (1) El distrito escolar adoptará la Política de la Junta 1648 con respecto a los procedimientos de evaluación para estudiantes y empleados al llegar a la escuela o al lugar de trabajo por síntomas e historial de exposición. Estos procedimientos de evaluación deben incluir lo siguiente:

- (a) El personal debe verificar visualmente a los estudiantes en busca de síntomas a su llegada (que pueden incluir controles de temperatura) y / o confirmar con las

PLAN DE REINICIO Y RECUPERACIÓN

familias que los estudiantes no tienen síntomas de COVID-19.

- (b) Los controles de salud deben realizarse de manera segura y respetuosa, y de acuerdo con las leyes y regulaciones de privacidad aplicables.
 - (c) Los resultados deben documentarse cuando se observan signos / síntomas de COVID-19.
 - (d) Cualquier política / protocolo de evaluación debe tener en cuenta a los estudiantes con discapacidades y las adaptaciones que puedan ser necesarias en el proceso de evaluación para esos estudiantes.
- (2) La Junta debe adoptar procedimientos para el personal y los estudiantes sintomáticos, que incluirán lo siguiente:
- (a) Los estudiantes y el personal con síntomas relacionados con COVID-19 deben estar aislados de los demás de manera segura y respetuosa. Los funcionarios escolares seguirán las pautas actuales del Servicio de Enfermedades Transmisibles para el informe de enfermedades.
 - (b) Si el distrito escolar se da cuenta de que una persona que ha pasado un tiempo en una instalación del distrito da positivo por COVID-19, los funcionarios deben notificar de inmediato a los funcionarios de

PLAN DE REINICIO Y RECUPERACIÓN

salud locales, el personal y las familias de un caso confirmado, manteniendo la confidencialidad.

- (c) Los procedimientos que usará el distrito cuando alguien dé positivo en COVID-19 incluirán procedimientos escritos que detallen la respuesta del distrito relacionada con COVID-19 para estudiantes y personal sintomático. Los procedimientos deben ser consistentes con los procedimientos de rastreo de contactos del distrito (ver "Área crítica de operación # 6 - rastreo de contactos") en la mayor medida posible. El procedimiento incluye:
 - (i) Establecimiento de un espacio de aislamiento. Los estudiantes y el personal con síntomas relacionados con COVID-19 deben estar aislados de los demás de manera segura y respetuosa. Los estudiantes deben permanecer aislados con supervisión y cuidado continuos hasta que los recoja un adulto autorizado.
 - (ii) Seguir las pautas actuales del Servicio de Enfermedades Transmisibles para la notificación de enfermedades.
 - (iii) Deberá estar disponible, accesible y suministrada una cantidad adecuada de PPE para su uso.

PLAN DE REINICIO Y RECUPERACIÓN

- (iv) Métodos para ayudar en el rastreo de contactos, incluidos registros de grupos / cohortes, personal asignado y asistencia diaria.
 - (v) Seguimiento continuo de los síntomas.
 - (vi) Políticas de readmisión consistentes con la guía e información del Departamento de Salud para las escuelas y la Guía de referencia rápida del Departamento de Salud / Servicio de Enfermedades Transmisibles sobre la suspensión de las precauciones basadas en la transmisión y el aislamiento en el hogar para personas diagnosticadas con COVID-19.
 - (vii) Protocolos escritos para abordar un caso positivo.
- (3) Los funcionarios de la escuela alentarán a los padres a estar alerta a los signos de la enfermedad en sus hijos y a mantener a sus hijos en casa cuando estén enfermos.
 - (4) Se requiere que el personal de la escuela y los visitantes usen cubiertas para la cara a menos que hacerlo inhiba la salud de la persona o que la persona sea menor de dos años.
 - (5) Se recomienda encarecidamente a los estudiantes que se cubran la cara y se les exige que lo hagan cuando no se pueda mantener el distanciamiento social, a menos que hacerlo

PLAN DE REINICIO Y RECUPERACIÓN

inhiba la salud del estudiante. También es necesario reconocer que hacer cumplir el uso de cubiertas faciales puede ser poco práctico para los niños pequeños o las personas con discapacidades.

- (a) Las adaptaciones para los estudiantes que no pueden usar una cubierta facial deben abordarse de acuerdo con las necesidades de ese estudiante y de acuerdo con todas las leyes y regulaciones aplicables.
- (6) Las excepciones a los requisitos para cubrirse el rostro serán las siguientes:
- (a) Hacerlo inhibiría la salud del individuo.
 - (b) El individuo se encuentra en un calor extremo al aire libre.
 - (c) El individuo está en el agua.
 - (d) La condición médica documentada de un estudiante, o la discapacidad como se refleja en un IEP, excluye el uso de cubrirse la cara.
 - (e) El estudiante es menor de dos años y podría correr el riesgo de asfixia.
- (7) Si un visitante se niega a usar una cubierta facial por razones no médicas y si dicha cubierta no se puede proporcionar a la

PLAN DE REINICIO Y RECUPERACIÓN

persona en el punto de entrada, se le puede negar la entrada al visitante a la escuela / instalación del distrito.

[Ver Apéndice E - Área crítica de operación # 5 - Evaluación, PPE y respuesta a los estudiantes y el personal que presentan síntomas]

f. Área crítica de operación n. ° 6: rastreo de contactos

- (1) La guía del Departamento de Educación de Nueva Jersey no incluye ningún "estándar mínimo anticipado" para el rastreo de contactos. Sin embargo, todos los administradores de la escuela y el distrito, los especialistas en seguridad escolar, los consejeros y cualquier otro personal que el Superintendente o su designado considere apropiado deben recibir información sobre la función del rastreo de contactos que realizan los funcionarios estatales, del condado y locales.
- (2) Los funcionarios escolares deben contar con la experiencia de sus enfermeras escolares sobre la importancia del rastreo de contactos.
- (3) El Departamento de Educación de Nueva Jersey acreditará a los Especialistas en Seguridad Escolar certificados con tres horas de capacitación al completar el curso de Seguimiento de Contactos COVID-19 de la Universidad Johns Hopkins.

[Ver Apéndice F - Área crítica de operación # 6 - Seguimiento de contactos]

PLAN DE REINICIO Y RECUPERACIÓN

- g. Área crítica de operación # 7 - Prácticas de limpieza de las instalaciones - Estándares mínimos anticipados incorporados al plan
 - (1) Los funcionarios escolares deben seguir cumpliendo con las prácticas y procedimientos de limpieza de las instalaciones requeridas existentes, y cualquier nuevo requisito específico del departamento de salud local a medida que surjan.
 - (2) El Plan y la Política de la Junta establecerán horarios de limpieza, áreas específicas que se limpiarán y métodos y materiales que se utilizarán, incluyendo:
 - (a) Un horario para una mayor limpieza de rutina.
 - (b) Limpieza rutinaria de superficies y objetos que se tocan con frecuencia. Esto puede incluir la limpieza de objetos / superficies que normalmente no se limpian a diario (por ejemplo, pomos de las puertas, interruptores de luz, manijas del fregadero del aula, encimeras).
 - (c) Uso de todos los productos de limpieza de acuerdo con las instrucciones de la etiqueta. Una lista de productos que están aprobados por la EPA para su uso contra el virus que causa COVID-19 está disponible en el sitio web de la EPA.
 - (d) Siga las instrucciones del fabricante para todos los productos de limpieza (por ejemplo, concentración, método de aplicación y tiempo de contacto, etc.).

PLAN DE REINICIO Y RECUPERACIÓN

Ejemplos de áreas que se tocan con frecuencia en las escuelas son:

- (i) Escritorios y sillas de aula;
- (ii) Mesas y sillas de comedor;
- (iii) Manijas de puertas y placas de empuje;
- (iv) Pasamanos;
- (v) Cocinas y baños;
- (vi) Interruptores de luz;
- (vii) Manijas en el equipo (por ejemplo, equipo deportivo);
- (viii) Botones en máquinas expendedoras y ascensores;
- (ix) Teléfonos compartidos;
- (x) escritorios compartidos;
- (xi) teclados y ratones de computadora compartidos;
- (xii) Fuentes para beber; y

PLAN DE REINICIO Y RECUPERACIÓN

(xiii) Asientos y ventanas del autobús escolar.

- (e) Desinfecte los baños a diario, o entre usos, tanto como sea posible, utilizando los protocolos descritos por la Agencia de Protección Ambiental (EPA).

[Ver Apéndice G - Área crítica de operación # 7 - Prácticas de limpieza de las instalaciones]

h. Área crítica de operación # 8 - Comidas - Estándares mínimos anticipados incorporados en el plan

(1) Si se utilizan cafeterías o áreas de comedor grupales en el distrito escolar, el distrito escolar incorporará lo siguiente en el Plan de la Junta, si corresponde:

- (a) Escalonar los tiempos para permitir el distanciamiento social y limpiar y desinfectar entre grupos.
- (b) Suspender el estilo familiar, el autoservicio y el buffet.
- (c) Limpiar y desinfectar las mesas / superficies entre cada servicio de comida, de acuerdo con los protocolos descritos por la EPA.
- (d) Separe a los estudiantes al menos a seis pies de distancia.

PLAN DE REINICIO Y RECUPERACIÓN

- (e) Exigir que las personas se laven las manos después de quitarse los guantes o después de manipular directamente los artículos de servicio de alimentos usados.

[Ver Apéndice H - Área crítica de operación # 8 - Comidas]

- i. Área crítica de operación # 9 - Receso / Educación física - Estándares mínimos anticipados incorporados al plan
 - (1) El plan de la Junta con respecto al recreo y educación física debe incluir protocolos para abordar lo siguiente:
 - (a) Receso escalonado, si es necesario.
 - (b) Si dos o más grupos participan en el recreo al mismo tiempo, habrá por lo menos seis pies de espacio abierto entre los dos grupos.
 - (c) El uso de conos, banderas, cinta adhesiva u otros letreros para crear límites entre grupos.
 - (d) Un requisito de que todas las personas siempre se laven las manos inmediatamente después de jugar al aire libre.
 - (e) Escalonar el uso del equipo del patio de recreo y establecer un protocolo de limpieza frecuente para todo el equipo del patio de recreo utilizado por los estudiantes.

PLAN DE REINICIO Y RECUPERACIÓN

- (f) Completar un inventario de espacios al aire libre (campos deportivos, pistas, espacios verdes, espacios abiertos y parques locales) y designar zonas, usar estaciones, marcar áreas, marcadores de piso, cinta de piso, puntos de polietileno, etc., para asegurar separación entre estudiantes (seis pies de distancia para distanciamiento social).

- (g) Los vestuarios pueden cerrarse para mitigar el riesgo y prohibir que los estudiantes y el personal ingresen a espacios confinados con ventilación limitada y / o áreas con grandes cantidades de superficies de alto contacto.
 - (i) Si no es factible cerrar los vestidores, el distrito alternará el uso y limpiará y desinfectará entre usos.

 - (ii) Se puede alentar a los estudiantes a usar ropa cómoda y calzado seguro para la escuela que les permita moverse con seguridad y sea apropiado para el clima para poder participar en educación física sin el uso de un vestuario.

- (2) El distrito escolar mitigará el riesgo, limitará y / o eliminará el contacto directo con el equipo (lecciones sin equipo) y no permitirá compartir el equipo. Si el equipo debe compartirse, el equipo se limpiará y desinfectará entre cada uso.

PLAN DE REINICIO Y RECUPERACIÓN

- (3) El distrito escolar designará áreas específicas para cada clase durante el recreo para evitar la mezcla de cohortes.

[Ver Apéndice I - Área crítica de operación # 9 - Receso / Educación física]

- j. Área crítica de operación # 10 - Excursiones, actividades extracurriculares y uso de instalaciones fuera del horario escolar - Estándares mínimos anticipados incorporados al plan

- (1) El plan de la Junta debe cumplir con todos los requisitos de distanciamiento social y protocolos de higiene aplicables durante cualquier actividades extracurriculares.

- (2) La Junta de Educación requiere que cualquier organización comunitaria externa que use las instalaciones de la escuela / distrito siga la guía del distrito sobre protocolos de salud y seguridad.

[Ver Apéndice J - Área crítica de operación # 10 - Excursiones, actividades extracurriculares y uso de instalaciones fuera del horario escolar]

2. Apoyos académicos, sociales y de comportamiento

Además de seguir los pasos enumerados en la sección Salud y seguridad En la sección de pautas para proteger la salud física de estudiantes y educadores, los líderes también deben considerar el impacto del aislamiento social tanto en educadores como en estudiantes. Los funcionarios escolares no tienen el mandato de desarrollar protocolos para estos elementos, ya que

PLAN DE REINICIO Y RECUPERACIÓN

estos elementos no son "estándares mínimos anticipados" en la Guía del Departamento de Educación de Nueva Jersey. Sin embargo, el Departamento de Educación de Nueva Jersey recomienda que los funcionarios escolares consideren los siguientes elementos al desarrollar el Plan de la Junta.

Si bien en este Plan solo se incluye una pequeña introducción a estos elementos, una explicación más detallada y otras consideraciones en la Guía del Departamento de Educación de Nueva Jersey se encuentran en la sección Apoyos académicos, sociales y de comportamiento para hacer referencia a medida que se desarrolla el Plan. Los funcionarios escolares pueden utilizar los apoyos enumerados en la Guía del Departamento de Educación de Nueva Jersey.

Los elementos enumerados a continuación en A.2.a. hasta A.2.e. proporcione una explicación para que los funcionarios escolares indiquen si la estrategia es:

- No se está utilizando Lo están
- desarrollando los funcionarios de la escuela
- Actualmente se está utilizando

Hay un espacio provisto a continuación en A.2.a. hasta A.2.e. para obtener una breve explicación del estado del distrito escolar para cada elemento.

[Ver Apéndice K - Materiales suplementarios y explicaciones para apoyos académicos, sociales y de comportamiento]

a. El aprendizaje socioemocional (SEL) y la cultura y el clima escolar

PLAN DE REINICIO Y RECUPERACIÓN

SEL será fundamental para volver a involucrar a los estudiantes, apoyar a los adultos, reconstruir las relaciones y crear una base para aprendizaje académico.

b. Sistemas de apoyo de varios niveles (MTSS)

MTSS es un enfoque sistemático para la prevención, la intervención y el enriquecimiento en los grados Pre-K hasta el duodécimo para académicos y comportamiento que ofrece a los educadores y familias un mecanismo para identificar a los estudiantes individuales que necesitan apoyo adicional.

C. Apoyos

Wraparound Los servicios Wraparound difieren de los servicios tradicionales basados en la escuela en su enfoque integral para abordar las necesidades académicas, conductuales y socioemocionales de los estudiantes con intervenciones tanto dentro como fuera del entorno escolar.

re. Servicio y distribución de

alimentos Las comidas escolares son fundamentales para la salud y el bienestar de los estudiantes, especialmente para los estudiantes de bajos ingresos. El Departamento de Educación de Nueva Jersey considera que es un imperativo moral garantizar la alimentación

PLAN DE REINICIO Y RECUPERACIÓN

fluida y continua de los estudiantes durante todas las fases de la reapertura de la escuela.

mi. Cuidadocalidad Se

infantil denecesitará cuidado infantil a medida que las escuelas vuelvan a abrir, particularmente en los casos en que los horarios escolares modificados puedan aumentar la probabilidad de que las familias que de otra manera no utilizarían el cuidado infantil ahora lo requieran.

[Ver Apéndice K - Materiales suplementarios y explicaciones para apoyos académicos, sociales y de comportamiento]

B. Liderazgo y planificación

La sección de liderazgo y planificación del Plan de la Junta hace referencia a la orientación, los requisitos y las consideraciones para el distrito escolar con respecto a la logística del distrito y de toda la escuela. y problemas operativos con los que los administradores se enfrentarán al planificar la reapertura de las escuelas.

Las disposiciones marcadas como "estándares mínimos anticipados" como se describe en la Guía se han incorporado al Plan de la Junta y los protocolos correspondientes, según corresponda.

La sección de Liderazgo y Planificación de la Guía también proporcionó "consideraciones adicionales" que ayudaron a los funcionarios escolares a considerar formas de adherirse a los "estándares mínimos anticipados".

1. Establecimiento de un Comité de Reinicioestablecer un Comité de

PLAN DE REINICIO Y RECUPERACIÓN

- a. Se debe Reinicio ya que la colaboración es fundamental para el desarrollo del Plan de la Junta.
- b. El Comité de Reinicio debe incluir a los administradores del distrito escolar y a nivel escolar, los miembros de la Junta de Educación local o la Junta de Fideicomisarios de las Escuelas Autónomas, los presidentes de las asociaciones de educación locales o sus designados de las asociaciones de educación locales, y un conjunto diverso de expertos en contenido, educadores, padres y estudiantes.
- c. El Comité de Reinicio debe trabajar en estrecha colaboración con los Equipos de Respuesta a la Pandemia Escolar, el Departamento de Salud Local y otros en el gobierno municipal y del condado según sea necesario para desarrollar el Plan del distrito. Los comités de reinicio y los equipos de respuesta ante una pandemia deben ayudar a abordar las políticas y procedimientos del plan de la Junta.
- d. El Comité de Reinicio debe reflejar la diversidad de la comunidad escolar, incluidos los que representan a los estudiantes con discapacidades, cuyas familias hablan otros idiomas además del inglés en el hogar y que reflejan una diversidad demográfica racial, étnica y socioeconómica.
- mi. El Comité de Reinicio puede considerar el desarrollo de subcomités para enfocarse en las necesidades específicas de la edad o el nivel de grado, las necesidades específicas de la escuela o para abordar cuestiones de importancia, como estudiantes o personal médicamente frágiles.

PLAN DE REINICIO Y RECUPERACIÓN

[Consulte el Apéndice L - Comité de reinicio]

2. Equipos de respuesta a
 - a. una pandemia Se deben establecer equipos de respuesta a una pandemia en cada escuela del distrito para centralizar, acelerar e implementar la toma de decisiones relacionada con COVID-19.
 - b. Cada equipo escolar tendrá un enlace que informa a los administradores a nivel de distrito para garantizar acciones coordinadas en todo el distrito.
 - c. Los miembros de los equipos escolares deben incluir una muestra representativa de administradores, maestros, personal y padres.
 - d. Los equipos de respuesta a una pandemia deben representar una muestra representativa de la escuela y el distrito, incluida su diversidad racial y de género, ya que la toma de decisiones y la comunicación serán más efectivas si los tomadores de decisiones reflejan la composición de la comunidad.
 - e. Si una escuela tiene un Equipo de Respuesta a Crisis existente, ese Equipo puede servir como el Equipo de Respuesta a una Pandemia.
 - f. El equipo de respuesta ante una pandemia debe estar compuesto, como mínimo, por los siguientes miembros, si corresponde:
 - (1) director de la escuela o persona principal;
 - (2) Maestros;

PLAN DE REINICIO Y RECUPERACIÓN

- (3) Miembro del Equipo de Estudio del Niño;
- (4) Consejero escolar o experto en salud mental;
- (5) Coordinador / Director del área temática;
- (6) Enfermera de la escuela;
- (7) Maestros que representen a cada grupo de grados atendido por el distrito escolar y la escuela;
- (8) personal de seguridad escolar;
- (9) miembros del equipo de seguridad escolar;
- (10) Custodio; y
- (11) padres.

gramo. El Equipo de Respuesta ante una Pandemia es responsable de:

- (1) Supervisar la implementación del Plan en cada escuela, particularmente las medidas de salud y seguridad, y proporcionar liderazgo en seguridad y crisis.
- (2) Ajustar o enmendar los protocolos de seguridad y salud escolar según sea necesario.
- (3) Brindar al personal el apoyo y la capacitación necesarios.

PLAN DE REINICIO Y RECUPERACIÓN

- (4) Reviewing school level data regarding health and safety measures and the presence of COVID-19 and reporting that data to the district as required.
 - (5) Developing and implementing procedures to foster and maintain safe and supportive school climates as necessitated by the challenges posed by COVID-19.
 - (6) Providing necessary communications to the school community and to the school district.
 - (7) Creating pathways for community, family, and student voices to continuously inform the Team's decision-making.
- h. The Pandemic Response Team should meet regularly and provide the community with timely updates and any changes to protocols.

[See Appendix M – Pandemic Response Team]

3. Scheduling

- a. The Board's Plan must account for resuming in-person instruction. Scheduling decisions should be informed by careful evaluation of the health and safety standards and the most up-to-date guidance from the New Jersey Department of Health (NJDOH), as well the input of stakeholders about the needs of all students and the realities unique to this district.

PLAN DE REINICIO Y RECUPERACIÓN

- si. Virtual learning will continue to be guided by PL 2020, c.27 and the school district's updated Emergency Closure School Preparedness Plan if schools are required to deliver instruction through a fully virtual environment during limited periods throughout the school year due to a local or Statewide public health emergency.
 - (1) In accordance with NJAC 6A:32-8.3, a school day shall consist of not less than four hours, except that one continuous session of two and one-half hours may be considered a full day in Kindergarten.
 - (2) School district policies for attendance and instructional contact time will need to accommodate opportunities for both synchronous and asynchronous instruction, while ensuring the requirements for a 180-day school year are met.

- C. The school district will meet the needs of their special populations in alignment with the New Jersey Specific Guidance for Schools and Districts regarding student accommodations.
 - (1) For special education and ELL students, the Board of Education will provide educators with professional development to best utilize the accessibility features and accommodations tools made available through technology-based formats. The school district will continue to ensure students receive individualized supports that meet the requirements of the IEP and 504 Plans.
 - (2) For medically fragile staff, virtual instruction is ideal for staff who are at greater risk for the impacts of COVID-19.

PLAN DE REINICIO Y RECUPERACIÓN

Accommodations may need to be made for staff with health issues which are exacerbated by viewing content on screens for an extended period.

re. The school district should accommodate educators teaching in-person, hybrid, and virtual learning, in a way that allows all students to meet their required instructional hours for the day, which may include remote students completing independent work while students in classroom receive instruction. School officials may:

- (1) Provide teachers common planning time.
- (2) Ensure school district policies are reviewed and confirmed to support in-person and remote instruction.
 - (a) Virtual learning may create privacy challenges which school districts and schools have not yet faced.
 - (b) The NJDOE strongly recommends engaging communities to better understand the landscape of challenges and opportunities when crafting policies.
- (3) Secure a steady supply of resources necessary to ensure the safety of students and staff.
- (4) Develop protocols for social distancing on buses and ensure that students understand social distancing best practices while awaiting pickup at bus stops.
- (5) Scheduling will support a combination of synchronous and asynchronous instruction which allows for contact time

PLAN DE REINICIO Y RECUPERACIÓN

between educators and their students, as well as time for students to engage with their peers. The NJDOE encourages the school district to evaluate instructional activities based on what is developmentally appropriate for each grade band.

- mi. School officials will consider implementation strategies provided in the Scheduling Section of the NJDOE Guidance in developing the Board's Plan.

[See Appendix N – Scheduling of Students]

4. Staffing

- a. The school district should consider access and equity for all staff to ensure continuity of student learning. The Board's Plan and decision-making throughout the school year should consider unique needs of each staff member, such as access to technology, social and emotional health, and child care concerns.
- b. When making staffing scheduling and assignments, the school district must comply with all applicable employment laws including, but not limited to, the American Disabilities Act (ADA) and Health Insurance Portability and Accountability Act (HIPAA), and all applicable State laws. Additionally, prior to finalizing any COVID-19 related changes for the 2020-2021 school year, school districts should also consult with the local bargaining units and legal counsel.
- c. The Board's Plan should identify roles and responsibilities of school administrators, teachers, instructional assistants, educational services professionals, and student teachers that will ensure

PLAN DE REINICIO Y RECUPERACIÓN

continuity of learning and leverage existing resources and personnel to maximize student success.

- d. As schedules are adjusted, educators must maintain quality instruction for students and abide by the minimum requirements set forth in NJDOE regulations.
- e. In response to COVID-19, the NJDOE has provided flexibilities for implementation of certain regulatory requirements during the public health emergency. While the relevant Executive Orders are in effect, these flexibilities will apply:
 - (1) Mentoring Guidance – Outlines requirements and flexibilities for nontenured teachers with an induction to the teaching profession and to the school district community through differentiated supports based on the teachers' individual needs.
 - (2) Educator Evaluation Guidance – Provides a description of flexibilities and requirements for educator evaluation necessitated by the state mandated school closures caused by COVID-19. This Guidance applies to all Teachers, Principals, Assistant Principals (APs), Vice Principals (VPs), and Other Certificated Staff for School Year (SY) 2019-2020, and is differentiated for educators with a provisional certification, in the process of earning tenure, and on a corrective action plan (CAP).
 - (3) Certification

PLAN DE REINICIO Y RECUPERACIÓN

- (a) Performance Assessment (edTPA) Guidance
Provides a description of the NJDOE's waiver of the teacher certification performance assessment (edTPA) requirement as necessitated by the COVID-19 state of emergency and related limitations.

- (b) Additional COVID-19 Certification Guidance –
Additional flexibilities are expected to be extended to candidates for certification in response to the logical constraints posed by the COVID-19 state of emergency and related limitations.

[See Appendix O – Staffing]

- 5. In-Person and Hybrid Learning Environments: Roles and Responsibilities
 - a. In a fully in-person or hybrid learning environment districts should leverage staff to monitor student movement, hallway traffic, and maintain safety according to guidelines. Instructional and non-instructional staff schedules can include designated time to support school building logistics required to maintain health and safety requirements.

 - si. Instructional staff should:
 - (1) Reinforce social distancing protocol with students and co-teacher or support staff.

 - (2) Limit group interactions to maintain safety.

PLAN DE REINICIO Y RECUPERACIÓN

- (3) Support school building safety logistics (entering, exiting, restrooms, etc.).
- (4) Become familiar with district online protocols and platforms.
- (5) Plan standards-based lessons to meet the needs of students at various levels, ensuring versatility of lessons to apply to both fully in-person and hybrid learning environments.
- (6) Develop predictable routines and structures for students while maintaining student engagement through varied instructional strategies/modalities.
- (7) Provide regular feedback to students and families on expectations and progress.
- (8) Set clear expectations for remote and in-person students.
- (9) Assess student progress early and often and adjust instruction and/or methodology accordingly.
- (10) Develop opportunities for real-time interactions with students (office hours, virtual meetings, etc.).
- (11) Instruct and maintain good practice in digital citizenship for all students and staff.

PLAN DE REINICIO Y RECUPERACIÓN

- (12) Instructional staff with additional capacity or limited time spent with students may assist with school building and safety logistics.
- (13) Teacher leaders or instructional coaches should support teachers in making necessary curricular adjustments and continuously improving the quality of instruction in remote and hybrid environments.
- (14) Providing materials, manipulatives, and items for at-home activities at no cost to families (particularly in pre-school).
- (15) Limiting on-line activities for pre-school students.

C. Mentor teachers should:

- (1) Plan for "in-person" contact with the mentee using agreed upon communication methods and schedules that provide confidentiality and sufficient support.
- (2) Identify the most immediate issues to address with the mentee considering technology needs and how to provide effective remote instruction.
- (3) Establish observation protocols for remote environments that protect confidentiality, respect student privacy, and provide the mentee with relevant support.
- (4) Integrate self-care, for mentor and mentee, into mentoring scheduling and practices.

PLAN DE REINICIO Y RECUPERACIÓN

- (5) Continue to maintain logs of mentoring contact.
 - (6) Mentor teachers should consider all health and safety measures when doing in-person observations.
 - (7) Plan for "in-person" contact with the mentee using agreed upon communication methods and schedules that provide confidentiality and sufficient support.
 - (8) Consider alternative methods for classroom observations and avoiding in-person contact where possible.
- re. Administrators - In addition to administrators' non-instructional responsibilities, to ensure quality of continued learning in-person or virtually, administrators should:
- (1) Consider roles for staff with health concerns, leveraging them to enhance the virtual learning environment and inform in-person instruction.
 - (2) Provide time for staff collaboration and planning (See Scheduling section). Prioritize practical science and practical CTE areas for on-site opportunities.
 - (3) Prioritize vulnerable student groups for face-to-face instruction.
 - (4) Identify teachers and teacher leaders that may provide support to staff to continuously improve instruction in a virtual environment.

PLAN DE REINICIO Y RECUPERACIÓN

- (5) Work with staff and faculty to ensure that teaching and learning, and all student services are effectively and efficiently developed, planned, and delivered.
- (6) Hone collaboration, cooperation, and relationship building skills using alternative methods to remain connected to virtual instruction.
- (7) Define and provide examples of high-quality instruction given context and resources available.
- (8) Assess teacher, student, and parent needs regularly.
- (9) Ensure students and parents receive necessary supports to ensure access to instruction.
- (10) Communicate expectations for delivering high-quality instruction, assessing, and monitoring student progress in the virtual environment, in accordance with NJDOE's Professional Standards for Teachers and NJ Professional Standards for Leaders (NJAC 6A:9).
- (11) Plan a process to onboard students and reestablish the classroom environment through emphasizing relationships with students and parents and resetting routines.
- (12) Collaborate on curriculum planning and assessing student academic and social emotional well-being when students return to school.

PLAN DE REINICIO Y RECUPERACIÓN

- (13) Create feedback loops with parents and families about students' academic and social emotional health and well-being, through use of remote learning conferences and/or surveys to parents about their child's experience and learning while out of school.
 - (14) Share a comprehensive account of academic interventions and social emotional and mental health support services available through the district.
 - (15) Create and communicate realistic student schedules to increase student engagement and accountability for both hybrid and remote learning models.
 - (16) Collaborate in determining expectations for differentiated instruction and rigor in hybrid and remote learning models.
 - (17) Support families in connecting with teachers and other services they need to be successful in navigating the virtual environment.
 - (18) Ensure the Pre-school Director/Contact Person is involved in the planning in order that development activities and supports are in place for Pre-school and supports transition to Kindergarten.
- mi. Educational services staff members should:
- (1) Lead small group instruction in a virtual environment.

PLAN DE REINICIO Y RECUPERACIÓN

- (2) Facilitate the virtual component of synchronous online interactions.
- (3) Manage online platform for small groups of in-person students while teacher is remote.
- (4) Assist with the development and implementation of adjusted schedules.
- (5) Plan for the completion of course requests and scheduling (secondary school).
- (6) Assist teachers with providing updates to students and families.
- (7) Support embedding of SEL into lessons.
- (8) Lead small group instruction to ensure social distancing.
- (9) Consider student grouping to maintain single classroom cohorts.
- (10) Consider alternative methods for one-on-one interactions avoiding in-person contact where possible.

F. Support staff/paraprofessionals may:

- (1) Lead small group instruction to ensure social distancing.
- (2) Consider student grouping to maintain single classroom cohorts.

PLAN DE REINICIO Y RECUPERACIÓN

- (3) Consider alternative methods for one-on-one interactions avoiding in-person contact where possible.
- (4) Pre-record read-alouds and videos around SEL activities and routines (Grades Pre-K through two). Caption pre-recorded instructional videos from general education teachers.
- (5) Provide real-time support during virtual sessions.
- (6) Research websites, videos, and links for accessible activities that teachers can incorporate into lessons.
- (7) Support families and students in accessing and participating in remote learning. Paraprofessionals can be added to online classes as co-teacher.
- (8) Lead small group instruction in a virtual environment.
- (9) Facilitate the virtual component of synchronous online interactions.
- (10) Family Workers will need to provide support to parents via virtual platforms (Pre-school).

gramo. Substitutes

- (1) Develop contingency staffing plans in case of sudden long-term absences and/or vacancies.
- (2) Develop roles and responsibilities for substitute teachers in both Blended settings.

PLAN DE REINICIO Y RECUPERACIÓN

- (3) Designate substitutes to a single school building or grade level to avoid too much movement between schools.
- (4) Identify areas where additional staff may be necessary: school nurses, counselors, school psychologist.

[See Appendix O – Staffing]

6. Educator Roles Related to School Technology Needs

- a. To ensure all staff supporting virtual learning are prepared to provide or support instruction on day one, the school officials should:
 - (1) Designate staff members to provide ongoing support with technology to students, teachers, and families. Consider developing a schedule and assigning a technology point person to teachers by grade level or content area.
 - (2) Survey teachers and families to determine technology needs/access (consider those that have access, but may be sharing personal devices with others).
 - (3) To the extent possible, provide district one-to-one instructional devices and connectivity.
 - (4) Prior to the start of the school year, provide district email addresses and access to online platforms (usernames/passwords/organizational credentials).

PLAN DE REINICIO Y RECUPERACIÓN

si. To ensure student teachers are prepared to start supporting instruction on day one, districts should:

- (1) Train student teachers to use technology platforms.
- (2) Communicate district expectations/guidelines regarding professional online etiquette/interactions with students.
- (3) Survey assistant teachers to determine technology needs/access (Pre-school).
- (4) Virtual instruction is ideal for staff who are at greater risk for the impacts of COVID-19. Accommodations may need to be made for staff with health issues which are exacerbated by viewing content on screens for an extended period.

C. Student teachers should:

- (1) Obtain a substitute credential to gain the ability to support students without supervision as needed.
- (2) Lead small group instruction (in-person to help with social distancing).
- (3) Co-teach with cooperating teacher and maintain social distancing.
- (4) Manage online classroom for asynchronous hybrid sessions while the cooperating teacher teaches in-person.

PLAN DE REINICIO Y RECUPERACIÓN

- (5) Implement modifications or accommodations for students with special needs.
 - (6) Facilitate one-to-one student support.
 - (7) Lead small group instruction virtually while the classroom teacher teaches in-person.
 - (8) Provide technical assistance and guidance to students and parents.
 - (9) Develop online material or assignments.
 - (10) Pre-record direct-instruction videos.
 - (11) Facilitate student-centered group learning connecting remote and in-person students.
- re. Additional Staff Concerns - Districts should also be prepared to navigate additional staffing concerns and topics and may also consider:
- (1) Best practice and guidance from the American Academy of Pediatrics is to limit screen time for students in grades Pre-K through two. Developmentally appropriate practices show that young learners are most successful with hands-on learning, rather than worksheets or computer-based activities. In this grade band, interactive learning activities are the most effective.

PLAN DE REINICIO Y RECUPERACIÓN

- (2) Develop and communicate a plan of accountability that identifies how teachers will monitor and assess student performance. This includes how they grade students (Grades Pre-K through twelve).
- (3) Districts may also consider developing a plan to leverage community organizations, community partners, faith-based communities, or volunteers to support families outside of the school building. Utilizing community volunteer support that will interact directly with students may require criminal history background checks.
- (4) Roles and responsibilities of teacher leaders or instructional coaches in supporting teachers in making necessary curricular adjustments and continuously improving quality of instruction through remote and hybrid structures.
- (5) Increase need for all staff to address student trauma, social emotional learning, and digital citizenship.

[See Appendix O – Staffing]

7. Athletics

Under Executive Order 149, high school sports under the jurisdiction of the NJSIAA may resume only in accordance with reopening protocols issued by NJSIAA.

[See Appendix P – Athletics]

PLAN DE REINICIO Y RECUPERACIÓN

C. Policy and Funding

The impact of the COVID-19 pandemic presents many fiscal challenges to the school district for delivery of instruction and related services to students in addition to other basic operational needs. Readyng facilities, purchasing supplies, transporting, and feeding students may look drastically different in the 2020-2021 school year. The Policy and Funding section of the Board's Plan focuses on existing and pending Federal and State legislation, regulations, and guidance.

1. School Funding

- a. The Board shall explore options to obtain the maximum amount of available revenue to minimize expenditures and for fiscal planning in the face of considerable uncertainty. The options the Board shall explore include, but are not limited to, the following:

- (1) Elementary and Secondary School Emergency Relief Fund;
- (2) Federal Emergency Management Agency – Public Assistance; and
- (3) State School Aid.

si. School District Budgets

Districts have finalized their FY20 budget year and have already finalized their FY21 budgets. Because of the timing of the budget process, many of the activities listed below have not been, and cannot be, factored into either budget year without additional revenue outside the amount they anticipated for FY21 in February,

PLAN DE REINICIO Y RECUPERACIÓN

and budget transfers that current statute does not authorize at the start of the school year.

C. School Funding

School officials will review the Policy and Funding section of the NJDOE Guidance that includes information on Federal and State funding sources; purchasing practices; use of reserve accounts, transfers, and cash flow; and costs and contracting, including E-Rate funding and cooperative purchasing contracting.

(1) Purchasing

The school district may likely need to purchase items not needed in the past and may experience increased demand for previously purchased goods and services to implement the Plan. The school district shall continue to comply with the provisions of the “Public School Contracts Law”, NJSA 18A:18A-1 et seq.

(2) Use of Reserve Accounts, Transfers, and Cashflow

The school district shall apply for the approval from the Commissioner of Education prior to performing certain budget actions, such as withdrawing from the emergency reserve or making transfers that cumulatively exceed ten percent of the amount originally budgeted.

(3) Costs and Contracting

PLAN DE REINICIO Y RECUPERACIÓN

The school district shall follow all New Jersey State laws and regulations applicable to local school districts for purchasing when procuring devices and connectivity or any technology related item.

D. Continuity of Learning

Ensuring the continuity of learning is critically important during this time of great stress for families, educators, and students. The move to a fully virtual learning environment happened quickly and created significant challenges for staff and students, particularly students already considered at-risk prior to the pandemic. School officials should work closely with their stakeholders to ensure decisions are made collaboratively and transparently and prioritize safely returning students who are in need of in-person instruction. This may include, but is not limited to, students with disabilities, English language learners (ELL), homeless youth, and low-income students.

Curriculum, instruction, assessment, professional learning, and career and technical education (CTE) are all constructs that can be adjusted to serve as levers for equity.

Except where otherwise indicated, the provisions and elements of this section are “additional considerations” that may help districts in considering ways to adhere to the “anticipated minimum standards”.

While only a small introduction to these elements is included in this Plan, school officials can find a more detailed explanation and considerations in the NJDOE Guidance under the Continuity of Learning section to reference while developing their Plan for the reopening of schools.

PLAN DE REINICIO Y RECUPERACIÓN

1. Ensuring the Delivery of Special Education and Related Services to Students with Disabilities
 - a. Consistent with guidance from the United States Department of Education, school districts must continue to meet their obligations under the Federal Individuals with Disabilities Education Act (IDEA) and the New Jersey State special education regulations for students with disabilities to the greatest extent possible.
 - si. In accordance with the Extended School Year (ESY) Guidance issued by the NJDOE, student IEPs that currently included ESY services should be implemented to the greatest extent possible during the COVID-19 pandemic.
- C. The NJDOE recommends that schools districts consider the following when addressing the education of students with disabilities for the 2020-2021 school year:
 - (1) Procedures to address the return to school of medically fragile students and students with physical or health impairments who may require accommodations and modifications as part of a 504 Plan.
 - (2) IEP teams should review student data/student progress to determine whether critical skills were lost during the period in which remote instruction was being provided to students and determine the need for additional services to address learning loss.

PLAN DE REINICIO Y RECUPERACIÓN

- (3) IEP teams should consider the impact of missed services on student progress towards meeting IEP goals and objectives, and determine if additional or compensatory services are needed to address regression and recoupment of skills within a reasonable length of time.
- (4) IEP teams should develop procedures to complete overdue and/or incomplete evaluations to determine eligibility for special education services.
- (5) The use of school guidance department staff and Child Study Team personnel to identify students whose postsecondary plans may have been adversely affected by the COVID-19 pandemic and provide support, resources, and assistance, which may include facilitating connection to community organizations, scholarship programs, county, State, and Federal opportunities to access support.
- (6) Clear communication to the parents of the procedures for student referrals and evaluations to determine the eligibility for special education and related services or a 504 Plan as required by Federal and State law.

2. Technology and Connectivity

- a. School districts should strive to ensure that every student has access to a device and internet connectivity. School districts should prioritize the provisions of technology, or alternatively, in-person instruction, to students that are otherwise without access. Additionally, these school districts should include in their reopening

PLAN DE REINICIO Y RECUPERACIÓN

plan the steps taken to address the technology deficit and how it will be resolved as soon as possible.

si. Districts should:

- (1) Conduct a needs assessment.
- (2) Consider the attendant needs associated with deployment of needed technology, including student and parent trainings and acceptable use policy implementation.
- (3) Prioritize the purchase and roll-out of devices and/or connectivity that may involve learning based on the results of the needs assessment.
- (4) For students with special needs, accommodations according to their instructional program must be addressed as appropriate for each student.
 - (a) If there is a device or connectivity shortage, the school district should address technology challenges in their Plan. This should include the steps the district has already taken to address the technology divide and how the school district plans to provide devices and/or connectivity to students that need them.

3. Curriculum, Instruction, and Assessment

- a. In planning curriculum, instruction, and assessment for reopening, school officials must focus on building staff capacity to deliver highly effective

PLAN DE REINICIO Y RECUPERACIÓN

instruction in hybrid environments as well as preparing them to address any learning gaps that might prevent students from meeting grade-level New Jersey Student Learning Standards (NJSLS).

- si. School officials should develop a Plan that is innovative, cultivates a clear sense of shared purpose and goals, encourages collaboration among educators, and fosters an effective partnership approach with students' family members and caregivers.

C. Blended Learning Environment

(1) Curriculum

- (a) Educators will be tasked not only with delivering curriculum, but also structuring the curriculum to account for the loss of learning that may have resulted from the extended school building closures.
- (b) To accelerate students' progress during the upcoming school year, administrators and educators will be tasked with identifying what unfinished learning needs to be addressed.
- (c) Accelerated learning focuses on providing students with grade-level materials, tasks, and assignments along with the appropriate supports necessary to fill the most critical gaps in learning. Accelerated learning seeks to help educators utilize classroom time as efficiently as possible.

(2) Instruction

PLAN DE REINICIO Y RECUPERACIÓN

- (a) As school districts prepare for the upcoming school year, instructional plans that are flexible, promote innovation, and take advantage of the strengths of school leaders, teachers, students, and family and community members will be best suited to adapt to changing learning environments as may be necessary.

- (b) In crafting an instructional plan, the school district should consider the following:
 - (i) Develop a shared understanding among staff, students, and families across grade-levels and schools regarding learning expectations, and anticipated environments (hybrid approaches to instruction, virtual platforms, learning management systems, etc.) and expectations for interactions to ensure all students have access to high-quality instruction.

 - (ii) Design for student engagement and foster student ownership of learning.

 - (iii) Develop students' meta-cognition.

 - (iv) Collaborate with school leaders and educators to determine what types of supports are needed for effective pedagogical approaches during remote or hybrid instruction.

 - (v) Assess the district's data on how ELLs experienced instruction during remote or hybrid learning;

PLAN DE REINICIO Y RECUPERACIÓN

particularly for newcomer students and students with lower English language proficiency levels.

- (vi) Assess ELLs' levels of engagement and access in an in-person, virtual, or hybrid learning environment.

(3) Assessment

- (a) For the purposed of this Plan, the different assessment types are as follows: pre-assessment; formative; interim; and summative.
- (b) Educators should focus on locally developed pre-assessments and formative assessments upon returning to school.
- (c) In the absence of Spring 2020 summative assessment data, the school district should identify alternate sources of prior assessment data which may complement data driven decision-making regarding remediation efforts.
- (d) Online pre-assessments and formative assessments should be leveraged in either a fully virtual or hybrid learning environment to support the evaluation of student strengths and the areas for improvement, and to inform next steps, including determining whether remediation is required for an entire group of students or on an individual student basis.
- (e) Pre-assessments administered at the start of instructional units should be limited to informing instruction plans with

PLAN DE REINICIO Y RECUPERACIÓN

respect to gaps in the mastery of standards while continuing to move students forward at current grade-level.

- (i) Such pre-assessments should be incorporated into regular classroom activities and to the greatest extent practicable, should not interfere with student learning opportunities as schools reopen.

4. Professional Learning

- a. It is imperative the school district provides professional learning that will better equip leaders, staff, substitutes, students, and parents to adapt to altered educational environments and experiences.

- si. The school district must focus on professional development to address the learning loss for the most vulnerable populations and preparing and supporting educators in meeting the social, emotional, health, and academic needs of all students.

C. Professional learning opportunities should be:

- (1) Presented prior to the beginning of the year;
- (2) Presented throughout the school year;
- (3) Presented in order to grow each educator's professional capacity to deliver developmentally appropriate, standards-based instruction remotely;
- (4) Presented to include the input and collaboration of stake holders, including all staff, parents, and community members; and

PLAN DE REINICIO Y RECUPERACIÓN

- (5) Professional development plans (PDPs) for teaching staff and administrators, as always, should remain flexible and adaptable to the changing needs of the district, school, and individual educator.

re. Mentoring and Induction

- (1) Induction must be provided for all novice provisional teachers and teachers new to the district.
- (2) One-to-one mentoring must be provided by qualified mentors to novice provisional teachers.
- (3) Ensure that mentors can provide sufficient support and guidance to novice provisional teachers working in a remote environment.
- (4) Mentoring must be provided in both a hybrid and fully remote learning environment.
- (5) Use online collaborative tools to remain connected to other mentors, new teachers, and administrators to maintain a sense of communal support.

mi. Evaluation

- (1) School districts should modify annual evaluation training to highlight procedures and processes which would be impacted due to potential hybrid scheduling.
- (2) School districts should develop observation schedules with a hybrid model in mind.

PLAN DE REINICIO Y RECUPERACIÓN

- (3) School districts should consider convening a District Evaluation Advisory Committee (DEAC) meeting to review evaluation policies and procedures.
- (4) School districts should consider the School Improvement Panel's (ScIP) role in informing professional learning, mentoring, and other evaluation-related activities.
- (5) School districts must consider the requirements and best practices involved with provisional status teachers, nontenured educators, and those on Corrective Action Plans.

PLAN DE REINICIO Y RECUPERACIÓN

Appendices

Restart and Recovery Plan to Reopen Schools

Bloomington Board of Education

Fall 2020

PLAN DE REINICIO Y RECUPERACIÓN

Appendix A

Critical Area of Operation #1 - General Health and Safety Guidelines

Protocol for High Risk Staff Members

The Board of Education recognizes that there may be staff members could be categorized as at a higher risk for contracting COVID-19 than others, according to CDC guidelines.

Those staff members who may be at a higher risk include: Adults aged 65 and older, individuals with disabilities, and/or adults with serious underlying medical conditions, which may include:

- Chronic lung disease or asthma;
- Afecciones cardíacas graves;
- Inmunodeprimido;
- Obesidad severa (índice de masa corporal, o IMC, de 40 o más);
- Diabetes;
- Enfermedad renal crónica sometida a diálisis; and
- Liver disease.

Reasonable workplace accommodations should be made for staff members who are categorized as high risk, including but not limited to:

- Additional and/or enhanced Personal Protective Equipment (PPE) including but not limited to: gowns, masks, gloves, or other gear beyond what the district is required to supply.

PLAN DE REINICIO Y RECUPERACIÓN

- Increased social distancing for those in high risk categories.
- Temporary modifications of work schedule when possible.
- Minimizing contact time with other staff or students via remote only or blended instruction when possible.

Protocol for High Risk Students

The Board of Education recognizes that there may be students who could be categorized as at a higher risk for contracting COVID-19 than others, according to CDC guidelines.

Those students who may be at a higher risk include: Individuals with disabilities, and/or students with serious underlying medical conditions, which may include:

- Chronic lung disease or asthma;
- Afecciones cardíacas graves;
- Inmunodeprimido;
- Obesidad severa (índice de masa corporal, o IMC, de 40 o más);
- Diabetes;
- Enfermedad renal crónica sometida a diálisis; and
- Liver disease.

Reasonable school accommodations should be made for students who are categorized as high risk, including but not limited to:

- 100% Remote Learning.

PLAN DE REINICIO Y RECUPERACIÓN

- Medical 504 plans and accompanying accommodations.
- Additional and/or enhanced Personal Protective Equipment (PPE) including but not limited to: gowns, masks, gloves, or other gear beyond what the district is required to supply.
- Increased social distancing for those in high risk categories.
- Temporary modifications of daily school schedule when possible.
- Minimizing contact time with other students or staff via remote or blended instruction when possible.

Appendix B

Critical Area of Operation #2 - Classrooms, Testing, and Therapy Rooms

Social Distancing in Instructional and Non-Instructional Rooms

Levels 1 and 2

- Student desks and seating in classrooms, cafeterias, multi-purpose rooms, and other spaces will be separated by at least a radius of 6 feet (113 ft²) per person to the maximum extent practicable.

PLAN DE REINICIO Y RECUPERACIÓN

- All instructional and non-instructional rooms in school and district facilities will comply with social distancing standards to the maximum extent practicable.
- The school district will assign students to the same classroom and desk for both days of “in-person” instruction.
- Students' desks will be arranged with students facing the front of the classroom, and with at least 6 feet of distance between all desks in all directions.
- Students will not change classrooms (unless required to accommodate the student's Individualized Education Plan - IEP).
- If needed, teachers will be assigned to more than one learning group and will utilize Google Meet to project his/her Smartboard to the students located in other classroom(s) in the building. In that case, an appropriately certified staff member will be assigned to supervise the satellite group and the teacher will alternate between the satellite classrooms in an equitable manner.
- The school district will ensure adequate supplies to minimize sharing of high touch materials to the extent possible.
- The school district will avoid sharing electronic devices, toys, books, and other games or learning aids, or thoroughly clean and disinfect between use.
- The school district will keep each child's belongings (backpacks, coats, etc.) separated from others' and in individually labeled lockers, containers, cubbies, or areas, etc.
- The school district will utilize larger rooms (ie auditorium, cafeteria, gym) as classrooms to allow for social distancing as needed

PLAN DE REINICIO Y RECUPERACIÓN

- The school district will allow outdoor classrooms where possible and when seasonally appropriate.

Level 3

- Class sizes may return to pre-COVID-19 levels. Students' desks will be arranged in rows with students facing the front of the classroom.
- Students will change classrooms.
- The school district will ensure adequate supplies to minimize sharing of high touch materials to the extent possible.
- The school district will avoid sharing electronic devices, toys, books, and other games or learning aids, or thoroughly clean and disinfect between use.
- The school district will keep each child's belongings separated from others' and in individually labeled lockers, containers, cubbies, or areas.

Limited Access to Visitors

Levels 1, 2, and 3

The school district will limit access to visitors.

- Parents/guardians will be required to remain outside of the school building to pick-up/drop-off their child(ren).

PLAN DE REINICIO Y RECUPERACIÓN

- Parents/guardians are expected to adhere to social distancing guidelines while on school grounds and at the school bus stop.
- All deliveries will be received outside of the school, preferably after student hours.
- All other essential visitors (repairpersons, etc.) will be required to receive permission from the principal prior to gaining entry to the school, will be scheduled preferably after school hours, will be required to wear a mask, and will be required to undergo a temperature check by school staff.

Ventilation

Levels 1, 2 and 3

The school district will ensure that indoor facilities have adequate ventilation, including operational heating, and ventilation systems where appropriate.

- Recirculated air must have a fresh air component.
- Open windows if A/C is not provided.
- Filter(s) for A/C units must be maintained and changed according to manufacturer recommendations.
- School bus staff will open windows to the maximum extent possible

Procedures for Hand Sanitizing/Washing

Levels 1, 2, and 3

The school district will require hand hygiene practices for staff and students:

PLAN DE REINICIO Y RECUPERACIÓN

- If washing with soap and water is not possible, washing with a hand sanitizer should be used.
- The school district will prepare and maintain hand sanitizing stations with hand sanitizers at the following locations:
 - In each classroom (for staff and older children who can safely use hand sanitizer).
 - At building entrances and exits.
 - Cerca de comedores y baños.
- The school district will build in the practice of handwashing throughout the day.
- Children ages 5 and younger will be supervised when using hand sanitizer.
- For classrooms that have existing handwashing stations, prepare stations with soap, water, and hand sanitizers.
- Students will wash hands for at least 20 seconds at regular intervals after using the bathroom, and after blowing their nose/coughing/sneezing.
- The school district will display signage around school buildings to provide hygiene advice and reminders

PLAN DE REINICIO Y RECUPERACIÓN

Appendix C

Critical Area of Operation #3 – Transportation

Student Transportation

Levels 1, 2, and 3

The school district will require school bus companies to assign student seating to limit possible physical interaction among students:

- Students will board the school bus by filling the back rows first, and then progressing forward.
- When leaving the bus, students will exit in the opposite order.
- The school district will require students to wear face coverings on the bus.
 - If a student has difficulty wearing his/her mask, the bus staff will notify school staff to implement tiered interventions accordingly.
 - A student who experiences difficulties wearing a mask will not be referred for disciplinary action.
- The school district will require bus staff to wear face coverings.
- The school district will require school bus companies to post signs to reinforce social distancing and hygiene rules.
- The school district will require school bus staff to not permit parents/guardians or any other individuals to board the bus while students are aboard.
- The school district will require school bus companies to open windows to maximum extent possible.

PLAN DE REINICIO Y RECUPERACIÓN

- The school district will require school bus companies to clean buses prior to every use and to leave windows open as much as possible during and between use.
- If a student or member of the bus staff has been identified as COVID-19 positive, the bus company will be required to clean and sanitize the effected bus and not use it for Bloomingdale students on the subsequent school day unless the school bus company is able to clean and sanitize the bus over the weekend.

PLAN DE REINICIO Y RECUPERACIÓN

Appendix D

Critical Area of Operation #4 - Student Flow, Entry, Exit, and Common Areas

Student Entry/Exit

Levels 1, 2, and 3

The school district will assign students to a designated external door for entry and exit.

Social Distancing in Entrances, Exits, and Common Areas

Levels 1, 2, and 3

- The school district will require students and staff to adhere to social distancing while in hallways, stairways, and internal and external common areas.
- The school district will stagger student entry to and dismissal from classrooms to reduce the number of students in the hallways and stairways.
- The school district will designate stairways as up or down to reduce crowding and passing.
- The school district will utilize physical guides, such as tape on floors or sidewalks and signs on walls, to help ensure that staff and students always remain at least 6 feet apart.

PLAN DE REINICIO Y RECUPERACIÓN

Appendix E

Critical Area of Operation #5 - Screening, PPE, and Response to Students and Staff Presenting Symptoms

Screening Procedures for Students and Staff

Student Temperature Check Locations

Levels 1 and 2

The school district will conduct temperature checks for all students upon arrival to school.

- Temperatures will be checked by staff wearing appropriate Personal Protective Equipment (PPE).
- Los resultados se documentarán cuando se observen signos / síntomas de COVID-19.
- Special considerations will be made for students and staff with disabilities and accommodations that may be needed in the screening process.

Temperature checks will be conducted safely and respectfully, and in accordance with applicable privacy laws and regulations in the following locations:

- Martha B. Day Screening Location – Gymnasium four (4) stations
- Sarah R. Donald Screening Location – Gymnasium four (4) stations

PLAN DE REINICIO Y RECUPERACIÓN

- Walter T. Bergen Screening Location - Gymnasium four (4) stations

Level 3

No Student or Staff Temperature Screenings

Student Health Screening

All parents/guardians will be required to submit an electronic form prior to any school day in which their child will be in our buildings as a self-screening activity. The form will include the following questions:

SECTION 1: Symptoms

If your child has any of the following symptoms, that indicates a possible illness that may decrease the student's ability to learn and also put them at risk for spreading illness to others. Please check your child for these symptoms:

- Temperature 100.4 degrees Fahrenheit or higher when taken by mouth – Yes or No
- Sore throat – Yes or No
- **NEW**uncontrolled cough that causes difficulty breathing (for students with chronic allergic/asthmatic cough, a change in their cough from baseline) – Yes or No
- Diarrhea, vomiting, or abdominal pain – Yes or No
- New onset of severe headache, especially with a fever– Yes or No

PLAN DE REINICIO Y RECUPERACIÓN

SECTION 2: Close Contact/Potential Exposure

- Had close contact (within 6 feet of an infected person for at least 15 minutes) with a person with confirmed COVID-19 – Yes or No
- Traveled to or lived in an area where the local, or state health department is reporting large numbers of COVID-19 cases – Yes or No

The school nurse will have access to the form, when submitted, and will follow up with any parent or student who has experienced symptoms of COVID-19 or who answers “Yes” to the questions pertaining to “Close contacts and recent travel”.

Any specific actions recommend by the school nurse will be made to the school administrator, and in accordance/consultation with the Pequannock Board of Health or governing guidelines in place.

School District's Responses to Student Screening

- If the student/parent/caregiver answers YES to any question in Section 1 but NO to any questions in Section 2, the student will be placed on 100% Remote Learning by the Principal, and would be excused from school in accordance with existing school illness management policy (eg, until symptom-free for 24 hours without fever reducing medications).

PLAN DE REINICIO Y RECUPERACIÓN

- If the student or parent or caregiver answers YES to any question in Section 1 and YES to any question in Section 2, the student will be placed on 100% Remote Learning by the Principal, and will be referred for evaluation by their healthcare provider and possible testing.
- Students who have received a negative test result will be allowed to return to school once their symptoms have otherwise improved in accordance with existing school illness management policies.
- Students diagnosed with COVID-19 or who answer YES to any question in Section 1 and YES to any question in Section 2 without negative test results will be placed on 100% Remote Learning by the Principal. Students should stay home, isolate themselves from others, monitor their health, and follow directions from their physician and the Pequannock Health Department. Students and their families are advised that the Pequannock Health Department may contact the family for contact tracing. Si se contactan, las familias deben notificar al rastreador del contrato que el estudiante asistió a la escuela.
- Students who are excluded from in-person learning will be afforded the opportunity to receive 100% Remote Learning, and will as soon as feasible be permitted to return to in-person learning when well enough to participate.
- Students will receive the opportunity to make up any missed schoolwork without penalty in order to reduce mental or physical anxieties about missed academic opportunities.

PLAN DE REINICIO Y RECUPERACIÓN

Student Isolation Protocols

Some students may develop symptoms of infectious illness while at school.

- Students with any of the symptoms in Section 1 will follow the school district's current illness management policy to minimize transmission to others, to optimize learning opportunities, and to allow for these symptoms to resolve (at least 24 hours without fever reducing medications or in accordance with existing school illness policy).
- Students who develop any of the symptoms in Section 1 while at school will be placed in the school's designated isolation area separate from staff and other students

Precautions When Caring For Sick Students

Students who are sick should go home or to a healthcare facility depending on how severe their symptoms are, and follow CDC guidance for caring for oneself and others who are sick.

- Students identified at school who develop any of the symptoms in Section 1 AND answer YES to any of the questions in Section 2 should be placed in the school's designated isolation area separate from staff and other students and then sent home or to a healthcare facility if symptoms indicate a need for further evaluation:

PLAN DE REINICIO Y RECUPERACIÓN

- If a school needs to call an ambulance or bring a student to the hospital, they should first alert the healthcare staff that the student may have been exposed to someone with COVID-19.

(<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/symptom-screening.html>)

Staff Screening

All staff will be required to submit an electronic form prior to any school day in which they are scheduled to be in our buildings as a self-screening activity. The form will include the following questions:

SECTION 1: Symptoms

If you have any of the following symptoms, that indicates a possible illness that may decrease your ability to work and also put you at risk for spreading illness to others.

Please check yourself for these symptoms:

- Temperature 100.4 degrees Fahrenheit or higher when taken by mouth – Yes or No
- Sore throat – Yes or No
- **NEW** uncontrolled cough that causes difficulty breathing (for students with chronic allergic/asthmatic cough, a change in their cough from baseline) – Yes or No
- Diarrhea, vomiting, or abdominal pain – Yes or No

PLAN DE REINICIO Y RECUPERACIÓN

- New onset of severe headache, especially with a fever– Yes or No

SECTION 2: Close Contact/Potential Exposure

- Had close contact (within 6 feet of an infected person for at least 15 minutes) with a person with confirmed COVID-19 – Yes or No
- Traveled to or lived in an area where the local, or state health department is reporting large numbers of COVID-19 cases – Yes or No

The school nurse will have access to the form, when submitted, and will follow up with a staff member who has experienced symptoms of COVID-19 or who answers “Yes” to the questions pertaining to “Close contacts and recent travel”.

Any specific actions recommend by the school nurse will be made to the school administrator, and in accordance/consultation with the Pequannock Board of Health or governing guidelines in place.

Staff Temperature Check

Staff will undergo temperature screening upon entrance to the building in the same manner as students with the same response as students if 100.4 or higher.

PLAN DE REINICIO Y RECUPERACIÓN

School District's Responses to Staff Health Screening

- If the staff member answers YES to any question in Section 1 but NO to any questions in Section 2, the staff will be placed on 100% Remote Work Duties by the Principal until symptom-free for 24 hours without fever reducing medications.
- If the staff member answers YES to any question in Section 1 and YES to any question in Section 2, the staff will be placed on 100% Remote Work Duties by the Principal, and will be referred for evaluation by their healthcare provider and possible testing.
- Staff members who have received a negative test result will be allowed to return to school once their symptoms have otherwise improved in accordance with existing school illness management policies.
- Staff members diagnosed with COVID-19 or who answer YES to any question in Section 1 and YES to any question in Section 2 without negative test results will be placed on 100% Remote Work Duties by the Principal. Staff members should stay home, isolate themselves from others, monitor their health, and follow directions from their physician and the Pequannock Health Department. Staff members and their families are advised that the Pequannock Health Department may contact the family for contact tracing. If contacted, Staff members should notify the contract tracer that the student attended school.
- Staff members who are not well enough to perform their work duties will be accounted for as absent due to illness.

PLAN DE REINICIO Y RECUPERACIÓN

Staff Isolation Protocols

Some staff members may develop symptoms of infectious illness while at school.

- Staff members with any of the symptoms in Section 1 will follow the school district's current illness management policy to minimize transmission to others, to optimize learning opportunities, and to allow for these symptoms to resolve (at least 24 hours without fever reducing medications or in accordance with existing school illness policy).
- Staff members who develop any of the symptoms in Section 1 while at school will be placed in the school's designated isolation area separate from staff and other students

Precautions When Caring For Sick Staff Members

Staff members who are sick should go home or to a healthcare facility depending on how severe their symptoms are, and follow CDC guidance for caring for oneself and others who are sick.

- Staff members identified at school who develop any of the symptoms in Section 1 AND answer YES to any of the questions in Section 2 should be placed in the school's designated isolation area separate from staff and other students and then sent home or to a healthcare facility if symptoms indicate a need for further evaluation:

PLAN DE REINICIO Y RECUPERACIÓN

- If a school needs to call an ambulance or bring a staff members to the hospital, they should first alert the healthcare staff that the staff members may have been exposed to someone with COVID-19.

Protocols for Symptomatic Staff

If a staff member has a temperature of 100.4 or higher, he/she will be discretely moved to the staff isolation area.

- Martha B. Day Isolation Area – Principal's Office
- Sarah R. Donald Isolation Area – Principal's Office
- Walter T. Bergen Isolation Area - Principal's Office

The staff member will be released or referred according to the district's policy for managing a staff illness.

The principal will place the staff member on 100% remote work status for a minimum of fourteen (14) days. The staff member will not be permitted to return to school without documentation from a physician attesting that the staff member is asymptomatic and non-contagious. If the staff member is too ill to perform his/her work duties remotely, then the staff member shall be accounted for as absent due to illness.

PLAN DE REINICIO Y RECUPERACIÓN

Protocols for Face Coverings

Levels 1, 2, and 3

The school district will require students and staff to wear face coverings.

Students will be required to wear face coverings as follows:

- while waiting at the bus stop,
- while on the school bus,
- while entering/exiting school, and
- the entire time in school.

Student Difficulty with Face Covering

A student who experiences difficulties wearing a mask will not be referred for disciplinary action.

If a student has difficulty wearing his/her mask, the school district will institute the following tiered interventions:

Tier 1. The teacher will request student to place mask over mouth and nose and contact parent at the end of the day to inform the parent

Tier 2. The teacher will refer the student to the school counselor or CST member to participate in a mask training session.

PLAN DE REINICIO Y RECUPERACIÓN

Tier 3. The teacher will refer the student to the School Nurse. The School Nurse will contact the student's parent/guardian to discuss the child's difficulties and to provide information regarding mask training

- The school district will require all staff to wear face coverings.
- The school district will require essential visitors to wear face coverings.
- The school district will require bus staff to wear face coverings.
- The school district will provide accommodations for students and staff who have a documented medical condition that will be exacerbated by a face covering.
- The school district will provide accommodations for a student who has a disabling condition that will cause the student to experience difficulty complying with the face covering requirement.

PLAN DE REINICIO Y RECUPERACIÓN

Appendix F

Critical Area of Operation #6 - Contact Tracing

This school district should include in Appendix F the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan – Section A.1.f.

Levels 1, 2, and 3

- Contact tracing is the process used to identify those who encounter people who have tested positive for many contagious diseases, including COVID-19.
- The school district will not conduct contact tracing.
- If a student or staff member has tested positive for COVID-19, the school nurse shall contact the Pequannock Township Health Department to conduct contact tracing.
- The school nurse will student and staff contact information as requested by the Pequannock Township Health Department to conduct contact tracing in accordance with all applicable federal and state requirements regarding privacy of educational and health records (eg FERPA and HIPPA).

PLAN DE REINICIO Y RECUPERACIÓN

Appendix G

Critical Area of Operation #7 - Facilities Cleaning Practices

Levels 1 and 2

The school district will implement a cleaning/sanitizing checklist to be completed by the personnel responsible for the cleaning.

The checklist serves two purposes:

- providing a roadmap for the steps that need to be taken to thoroughly clean and sanitize the bus; and
- certifying that the process has been completed as required.

The school district's procedures will include a list of cleaning agents that may be used and will be limited to products included on the US Environmental Protection Agency's list of products that have shown to be effective against COVID-19.

The school district will provide EPA-registered disposable wipes to teachers and staff so that commonly used surfaces (eg, keyboards, desks, remote controls) can be wiped down before use.

The school district will ensure adequate supplies to support cleaning practices in accordance with the cleaning agent manufacturer's guidelines.

PLAN DE REINICIO Y RECUPERACIÓN

The school district will ensure safe and correct use and storage of cleaning supplies, including storing products securely away from children, and ensuring appropriate ventilation so students and staff are not exposed to toxins or fumes.

Cleaning

The school district will continue to adhere to existing required facilities cleaning practices and procedures in accordance with the cleaning agent manufacturer's guidelines, and within any new specific requirements of the local health department as they arise.

The school district will implement a daily schedule for increased, routine cleaning of surfaces and objects that are frequently touched including:

- Classroom desks and chairs
- Lunchroom tables and chairs
- Door handles and push plates
- Handrails
- Kitchens
- Bathrooms daily, and between use as much as possible, using protocols outlined by the Environmental Protection Agency (EPA).
- Light switches
- Handles on equipment (eg athletic equipment)
- Buttons on vending machines and elevators

PLAN DE REINICIO Y RECUPERACIÓN

- Shared telephones
- Shared desktops
- Shared computer keyboards and mice
- Drinking fountains

Deep Clean

The school district will perform a deep clean in accordance with the cleaning agent manufacturer's guidelines of all school buildings every Wednesday and over the weekends.

Level 3

Cleaning

The school district will continue to adhere to existing required facilities cleaning practices and procedures in accordance with the cleaning agent manufacturer's guidelines, and within any new specific requirements of the local health department as they arise.

The school district will implement a daily schedule for increased, routine cleaning of surfaces and objects that are frequently touched including:

- Classroom desks and chairs
- Lunchroom tables and chairs
- Door handles and push plates
- Handrails

PLAN DE REINICIO Y RECUPERACIÓN

- Kitchens
- Bathrooms daily, and between use as much as possible, using protocols outlined by the Environmental Protection Agency (EPA).
- Light switches
- Handles on equipment (eg athletic equipment)
- Buttons on vending machines and elevators
- Shared telephones
- Shared desktops
- Shared computer keyboards and mice
- Drinking fountains

Deep Clean

The school district will perform a deep clean in accordance with the cleaning agent manufacturer's guidelines of all school buildings over the weekends

PLAN DE REINICIO Y RECUPERACIÓN

Appendix H

Critical Area of Operation #8 – Meals

Level 1

- Foodservice will be provided to all students. Students' meals will be “grab and go.” All students will be provided with the opportunity to receive meals for remote learning days.

Level 2

- Students will remain in assigned classrooms for meals.
- Meals will be delivered to each classroom.
- Students will consume meals at assigned desk.

Level 3

- Students will be assigned to tables and seats in the cafeteria.
- Students will be assigned to small groups to allow for social distancing
- Food service times will be staggered times to allow for social distancing and clean and disinfect between groups.
- Staff will wash their hands after removing their gloves or after directly handling used food service items.

PLAN DE REINICIO Y RECUPERACIÓN

Appendix I

Critical Area of Operation #9 – Recess/Physical Education

Level 1

- Physical Education, Health, and Safety instruction will be provided remotely.

Levels 2 and 3

- Physical Education, Health, and Safety, and Recess will be conducted with social distancing to the maximum extent possible (athletic fields, track, green spaces, open space, and local parks) and designate zones, use stations, mark off areas, floor markers, floor tape, poly spots, etc., to ensure separation among students (six feet apart for social distancing).
- El uso de conos, banderas, cinta adhesiva u otros letreros para crear límites entre los grupos.
- All students will wash hands prior to and immediately afterward.
- Stagger the use of playground equipment and establish a frequent cleaning protocol in accordance with the cleaning agent manufacturer's guidelines for all physical education and playground equipment used by students.
- The school district will mitigate risk, limit and/or eliminate direct contact with equipment (lessons with no equipment), and will not allow sharing of equipment. If equipment must be shared, the equipment will be cleaned and disinfected between each use.

PLAN DE REINICIO Y RECUPERACIÓN

- Locker rooms remain closed to mitigate risk and prohibit students and staff from confined spaces with limited ventilation and/or areas with large amounts of high contact surfaces.
- Students will be encouraged to wear comfortable clothing and safe footwear to school that allows for safe movement and is appropriate for the weather in order to participate in physical education without the use of a locker room.
- The school district will designate specific areas for each class during recess to avoid cohorts mixing.

PLAN DE REINICIO Y RECUPERACIÓN

Appendix J

Critical Area of Operation #10 - Field Trips, Extra-Curricular Activities, and Use of Facilities Outside of School Hours

Levels 1, 2, and 3

- Field Trips and Extra-Curricular Activities will not be conducted.

Levels 1, 2, and 3

- Use of Facilities Outside of School Hours will be limited to Board of Education approved childcare provider(s)
- The school district will require approved childcare providers(s) to adhere to all applicable social distancing requirements and hygiene protocols.

PLAN DE REINICIO Y RECUPERACIÓN

Appendix K

Academic, Social, and Behavioral Supports

Social Emotional Learning (SEL) and School Culture and Climate

SEL will be critical in re-engaging students, supporting adults, rebuilding relationships, and creating a foundation for academic learning.

Not Being Utilized

Being Developed by School Officials

Currently Being Utilized

The school district is currently expanding its SEL and School Culture and Climate programs to include remote learning activities.

Multi-Tiered Systems of Support (MTSS)

MTSS is a systematic approach to prevention, intervention, and enrichment in grades Pre-K through twelve for academics and behavior that offers educators and families a mechanism to identify individual students who need extra support.

Not Being Utilized

Being Developed by School Officials

Currently Being Utilized

The school district is currently expanding its I&RS Program to include MTSS.

PLAN DE REINICIO Y RECUPERACIÓN

Wraparound Supports

Wraparound services differ from traditional school-based services in their comprehensive approach to addressing the academic, behavioral, and social-emotional needs of students with interventions both inside and outside of the school environment.

Not Being Utilized

Being Developed by School Officials

Currently Being Utilized

The school district is currently expanding its programs to include Wraparound Supports.

Food Service and Distribution

School meals are critical to student health and well-being, especially for low-income students. The NJDOE considers it a moral imperative to ensure the seamless and continuous feeding of students during all phases of school reopening.

Not Being Utilized

Being Developed by School Officials

Currently Being Utilized

The school district currently provides food service for all school days for students who receive free and reduced lunch.

PLAN DE REINICIO Y RECUPERACIÓN

Quality Child Care

Child care will be needed as schools reopen, particularly in instances where modified school schedules may increase the likelihood that families who otherwise would not utilize child care will now require it.

Not Being Utilized

Being Developed by School Officials

Currently Being Utilized

The school district is currently working with Bloomingdale Child Care to develop a child care program for families.

Understanding that optimal student health and safety are at the forefront of any effective educational learning programs, academic, social, and behavioral supports will be embedded in the school programs to leverage teacher capacity and to offer comprehensive support to learners and families.

Grade Level and Learning Teams

Collaborative opportunities for teachers of same grade level students and other educational professionals to discuss and plan for student progress. , share strategies for effective teaching, and coordinate communication with families of students seeking success.

PLAN DE REINICIO Y RECUPERACIÓN

Each school within the Bloomingdale Public School District shall employ Grade Level and/or Learning Teams which shall be comprised of: Teachers, counselors, administrators, and other education service professionals. Teams will meet monthly at a minimum. Each team shall have a set agenda including the following:

- Sharing of effective strategies for effective teaching and learning
- Sharing of student progress
- Sharing of student information pertinent to student learning
- Coordination of communication between school and home
 - For academic progress
 - For social and/or behavioral support
- Developing plans for student support (individual and group)

Intervention and Referral Services (I&RS)

This program consists of an interdisciplinary team of professionals within the school building who come together twice each month to formulate coordinated services to address the full range of student learning, behavior, social, and health problems in the general education program as well as for students determined to be in need of special education programs and services.

Staff members refer students to the I&RS Committee through the building principal, who then advises the parents of the referral. The I&RS Committee develops an Action Plan containing goals, interventions, and a timeline for the plan's duration.

PLAN DE REINICIO Y RECUPERACIÓN

The I&RS committee follows a multidisciplinary approach with a well-articulated system of supportive activities and services for staff who have identified student difficulties and those who will be involved in the amelioration of the identified educational concerns.

Parents are active participants in this process once a child is referred to the I&RS Team.

Targeted Student Assistance

Guidance Services

Each elementary school is equipped with at least one guidance professional, as well as one child study team member.

These professionals:

- Provide counseling and social emotional support
- Provide resources for students and for families (academic, behavioral, social)
- Foster communication between teachers, students, and families
 - For academic support
 - For socio-emotional support
- Provide in-school assessment
- Provide crisis intervention
- Provide counseling and referral services to any student who may be experiencing personal, family, and/or peer difficulties

PLAN DE REINICIO Y RECUPERACIÓN

Concerns that students may seek assistance for may include, but are not limited to:

Depression

Anxiety

Grief/Loss

Crisis Management

Family Changes

Self-Harming

Divorce

Substance Abuse

Anger

Social Skills

Bullying

Self-Esteem

Eating Disorders

Neglect

PLAN DE REINICIO Y RECUPERACIÓN

Appendix L

Restart Committee

As part of the guidance the Bloomingdale Public Schools has received for the reopening of schools in September of 2020, a Restart Committee was required to have been formed.

The Bloomingdale Public Schools elected to create building-based Restart Committees that could attend to the many unique needs and concerns that our three school buildings have in ensuring the health and safety of all students and staff. Each committee consisted of: Administrators, school board members, local education association representatives, educators, parents, and students (where appropriate). The bulk of the work for our building-based Restart Committees was to focus primarily on the plan for the start of the school year - specifically the scheduling of students and staff and how the various school schedules would incorporate and address the **Critical Areas of Operation** outlined on pages 9-10 in [“The Road Back”](#).

General Health and Safety Guidelines

In all phases and levels of pandemic response and recovery, schools must comply with Center for Disease Control (CDC), state, and local guidelines. The school district will provide reasonable accommodations for staff and students at higher risk for severe illness and promote behaviors that reduce spread, such as social distancing, frequent hand washing, and the use of face coverings.

PLAN DE REINICIO Y RECUPERACIÓN

Classrooms, Testing, and Therapy Rooms

The school district will allow for social distancing to the maximum extent possible. Face coverings will be required for all students, staff, and essential visitors. The school district will also minimize use of shared objects, ensure indoor facilities have adequate ventilation, prepare and maintain hand sanitizing stations, and ensure students wash hands frequently.

Transportation

The school district will maintain social distancing practices on buses to the maximum extent practicable and adopt best practices for cleaning all vehicles used for transporting students in accordance with the cleaning agent manufacturer's guidelines.

Student Flow, Entry, Exit, and Common Areas

The school district's reopening plans will establish the process and location for student and staff health screenings. This should district will include providing physical guides, such as tape on floors or sidewalks and signs on walls, to help ensure that staff and students remain at least six feet apart.

Screening, PPE, and Response to Students and Staff Presenting Symptoms

PLAN DE REINICIO Y RECUPERACIÓN

The school district will adopt a policy for safely and respectfully screening students and employees for symptoms of and history of exposure to COVID-19. Students and staff with symptoms related to COVID-19 must be safely and respectfully isolated from others. If the school district becomes aware that an individual who has spent time in a district facility tests positive for COVID-19, district officials must immediately notify local health officials, staff, and families of a confirmed case while maintaining confidentiality.

Contact Tracing

Contact tracing is the process used to identify those who have come into contact with people who have tested positive for many contagious diseases, including COVID-19. Es una práctica de larga data y es una función integral de los departamentos de salud locales. The school district will collaborate with the Pequannock Health Department and engage their school nurses to develop contact tracing policies and procedures, as well as educate the broader school community on the importance of contact tracing.

Facilities Cleaning Practices

The school district will continue to adhere to existing required facilities cleaning practices and procedures, and any new specific requirements of the local health department as they arise. The school district will also develop a schedule for increased routine cleaning, especially of frequently touched surfaces and objects, and sanitize bathrooms daily and between use as much as possible.

PLAN DE REINICIO Y RECUPERACIÓN

Meals

If cafeterias or other group dining areas are in use, the school district will stagger eating times to allow for social distancing and cleaning of the area between groups.

Additionally, the school district will discontinue family-style, self-service, and buffet-style dining and maintain social distancing. Cafeteria staff must wash their hands immediately after removing gloves and after directly handling used food service items.

Recess/Physical Education

The school district will complete an inventory of outdoor spaces and mark off areas to ensure separation between students. Recess must be staggered by groups and staff must disinfect playground equipment and other shared equipment between uses. The school district will also consider closing locker rooms and encouraging students to wear comfortable clothing and safe footwear to school so they can participate in physical education classes without needing to change.

Extracurricular Activities and Use of Facilities Outside of School Hours

All extracurricular activities must comply with applicable social distancing requirements and hygiene protocol. External community organizations that use school facilities must follow district guidance on health and safety protocols.

School Restart Committees

Martha B. Day School

PLAN DE REINICIO Y RECUPERACIÓN

Karen Husser	Principal
Andrea Albrecht	Secretary
Krista Barile	Nurse
Karleen Faliveno	Teacher in Charge/CST, Social Worker
Lauren Biello	Teacher, Grade 1
Erika Talerico	Teacher, Kindergarten
Anne Martini	Teacher, ESL
Courtney Riche	Speech Therapist
Drinda Casper	Teacher, Special Education
Matt Vickers	Specialist
Nancy Wood	Teacher Aide
Julie Widmayer	Parent

Sarah R. Donald School

Kerridyn Trusheim	Principal
Lois Manella	Secretary
Nicole Vogt	Nurse
Kelly Struble	Teacher in Charge
Deb Sondermeyer	Teacher, Grade 2
Rebecca Calvi	Teacher Grade 3
Renee Giordano	Teacher Grade 4
Meg Gleason	Teacher, Special Education
Robyn Toledo	Specialist
Nancy Okken	Teacher Aide
Loretta Bouchard	Parent

PLAN DE REINICIO Y RECUPERACIÓN

Amanda Krol	School Counselor
Jeanne Pelcher	CST - LDTC

Walter T. Bergen School

Frank Verducci	Principal
Donna Costa	Secretary
Rachel Millward	School Counselor
Janine Citer	School Nurse
Michelle Lowensteiner	CST – School Psychologist
Cassandra Harvey-Henderson	Teacher, Grade 8
Christine Lehman	Teacher, Music
Dani Doyle-Watson	Teacher Aide
Corinne De Keukelaere	Teacher, Grades 7 and 8
Maureen Jacobs	Teacher, Grades 7 and 8
Steve Piccolo	Parent
Ray Healy	Teacher Aide

PLAN DE REINICIO Y RECUPERACIÓN

Appendix M

Pandemic Response Teams

As part of the guidance the Bloomingdale Public Schools has received for the reopening of schools in September of 2020, Pandemic Response Teams were required to have been formed.

A Pandemic Response Team has been established in each of our school buildings and will continue to operate through the summer months and throughout the school year as well. Each Pandemic Response Team is made up of a cross section of: Administrators, teachers and staff, and parents.

Goals of Pandemic Response Teams include:

- To “centralize, expedite, and implement COVID-19-related decision-making.”
- To work with building and district level administration to ensure that actions across the district are coordinated in the best interests of health and safety.
- To work closely with health departments, and others in municipal and county government to monitor all school and district plans during the pandemic.
- To make recommendations on operations of health and safety as well as logistical issues.

PLAN DE REINICIO Y RECUPERACIÓN

District Pandemic Response Teams

Martha B. Day School

Karen Husser	Principal
Andrea Albrecht	Secretary
Krista Barile	Nurse
Karleen Faliveno	Teacher in Charge/CST, Social Worker
Lauren Biello	Teacher, Grade 1
Erika Talerico	Teacher, Kindergarten
Anne Martini	Teacher, ESL
Courtney Riche	Speech Therapist
Drinda Casper	Teacher, Special Education
Matt Vickers	Specialist
Nancy Wood	Teacher Aide
Julie Widmeyer	Parent

Sarah R. Donald School

Kerridyn Trusheim	Principal
Lois Manella	Secretary
Nicole Vogt	Nurse
Kelly Struble	Teacher in Charge
Deb Sondermeyer	Teacher, Grade 2
Rebecca Calvi	Teacher Grade 3
Renee Giordano	Teacher Grade 4
Meg Gleason	Teacher, Special Education

PLAN DE REINICIO Y RECUPERACIÓN

Robyn Toledo	Specialist
Nancy Okken	Teacher Aide
Loretta Bouchard	Parent
Amanda Krol	School Counselor
Jeanne Pelcher	CST - LDTC

Walter T. Bergen School

Frank Verducci	Principal
Donna Costa	Secretary
Rachel Millward	School Counselor
Janine Citer	School Nurse
Michelle Lowensteiner	CST – School Psychologist
Cassandra Harvey-Hender son	Teacher, Grade 8
Christine Lehman	Teacher, Music
Dani Doyle-Watson	Teacher Aide
Corinne De Keukelaere	Teacher, Grades 7 and 8
Maureen Jacobs	Teacher, Grades 7 and 8
Steve Piccolo	Parent
Ray Healy	Teacher Aide

PLAN DE REINICIO Y RECUPERACIÓN

Appendix N

Scheduling of Students

Instructional Models

Parents/guardians have the option to select either Blended Learning or 100% Remote Learning for their child(ren). Any change requires the approval of the Superintendent of Schools.

Option 1. Blended Learning

Students will be assigned by the school district to **Group A** or **Group B**. Siblings will be assigned to the same group.

Each student will attend school **two (2) mornings per week** for in-person instructional sessions.

- The remaining school hours during the week will be devoted to remote learning that will include engaging teacher-developed videos, assignments, projects, etc.
- Students in grades 5-8 will also participate in live streamed lessons via Google Meet where applicable.

Attendance will be recorded for all “in-person” and remote learning sessions.

PLAN DE REINICIO Y RECUPERACIÓN

Master Template of Weekly Schedule

Group	Session	Monday	Tuesday	Wednesday	Thursday	Friday
A	AM*	“In-person”	“In-person”	Remote	Remote	Remote
Subjects		Language Arts, Mathematics, Social Studies, and Science				
LUNCH & RECESS						
Group	Session	Monday	Tuesday	Wednesday	Thursday	Friday
A	PM*	Remote	Remote	Remote	Remote	Remote
Subjects		Physical Education and Health, Music, Art, World Language, Computers, and Social-Emotional Learning, Basic Skills Instruction, English as a Second Language, Response to Intervention, and Tutorial Sessions with Teachers.				
Group	Session	Monday	Tuesday	Wednesday	Thursday	Friday
B	AM*	Remote	Remote	Remote	“In-person”	“In-person”
Subjects		Language Arts, Mathematics, Social Studies, and Science				
LUNCH & RECESS						
Group	Session	Monday	Tuesday	Wednesday	Thursday	Friday
B	PM*	Remote	Remote	Remote	“In-person”	“In-person”
Subjects		Physical Education and Health, Music, Art, World Language, Computers, and Social-Emotional Learning, Basic Skills Instruction, English as a Second Language, Response to Intervention, and Tutorial Sessions with Teachers.				

*Refer to the school schedule for start/end times.

PLAN DE REINICIO Y RECUPERACIÓN

“In-person” Guidelines

Students will be assigned to the same classroom and desk for both days of “in-person” instruction.

- Students will not change classrooms (unless required to accommodate the student's Individualized Education Plan - IEP).
- Students' desks will be arranged with students facing the front of the classroom, and with at least 6 feet of distance between all desks in all directions.

If needed, teachers will be assigned to more than one learning group and will utilize Google Meet to project his/her Smartboard to the students located in other classroom(s) in the building. In that case, an appropriately certified staff member will be assigned to supervise the satellite group and the teacher will alternate between the satellite classrooms in an equitable manner.

Attributes of Reduced Capacity A/B Blended Learning Schedule

- Reduced capacity will allow for social distancing in classrooms, hallways, common spaces, and on school buses.
- Reducing capacity decreases the amount of physical contact time students and staff will have with each other while in the building.
- Keeping students largely in cohorts limits the mixing of students.
- The mid-week remote day provides the district with the ability to perform a deep clean of all school buildings in accordance with the cleaning agent manufacturer's guidelines.
- Single session days allow for common planning time for teachers and to coordinate remote and in-person instruction and meetings for students.

PLAN DE REINICIO Y RECUPERACIÓN

- As indoor dining is not yet allowable in the State of NJ, lunch can be provided on a “grab and go” basis at the end of the single session day.

PLAN DE REINICIO Y RECUPERACIÓN

Option 2. 100% Remote Learning

Students will be assigned by the school district to Remote Learning groups.

Students will follow the morning and afternoon sessions' times for their school.

Attendance will be recorded for all remote sessions.

Group	Session	Monday	Tuesday	Wednesday	Thursday	Friday
100% Remote	AM*	Remote	Remote	Remote	Remote	Remote
Subjects	Language Arts, Mathematics, Social Studies, and Science					
LUNCH & RECESS						
Group	Session	Monday	Tuesday	Wednesday	Thursday	Friday
100% Remote	PM*	Remote	Remote	Remote	Remote	Remote
Subjects	Physical Education and Health, Music, Art, World Language, Computers, and Social-Emotional Learning, Basic Skills Instruction, English as a Second Language, Response to Intervention, and Tutorial Sessions with Teachers.					

*Refer to the school schedule for start/end times.

- Students in Grades PK-4 will participate in teacher-developed pre-recorded lessons, and corresponding assignments, and projects. Where applicable, students will be assigned to small groups to participate in live streamed lessons via Google Meet based on the availability of technology and connectivity.
- Students in Grades 5-8 will participate in a combination of teacher-developed pre-recorded lessons, and corresponding assignments, and projects, as well as live streamed lessons via Google Meet where applicable and based on the availability of technology and connectivity.

PLAN DE REINICIO Y RECUPERACIÓN

Program Phases and Levels

In the interests of safety of students and staff, and respecting the fact that information and directives related to the COVID-19 Pandemic is ever-changing, the district will employ a phase and level in/out program to restart our schools.

The phase and level in/out program will allow for flexibility in scheduling, structure for remote and in-person instruction, and a pragmatic/time sensitive reassessment of our district schedule based on guidance received from the CDC, local health organizations, NJDOE, the State of NJ, and the Federal Government. It is an important component to continue both in-person and remote learning, as districts must be prepared to move from in-person learning to remote at any time and without notice.

Phase 1 – Level 1

September 8, 2020 through October 16, 2020

Recommendations:

- All schools at 50 % reduced capacity for in person instruction
- A/B in-person schedule on single session days
- Students in Group A attend in-person on Monday and Tuesday
- Students in Group B attend in-person on Thursday and Friday
- Continue with all students learning remotely on Wednesday
- Students with disabilities will receive the opportunity to attend more than two (2) in-person sessions to receive related services as needed.

Phase 2 - Level 2

October 19, 2020 through November 13, 2020

Recommendations:

If the risk for community spread is at the moderate level, then the district will consider transitioning to Level 2

- Continue at 50% Capacity
- Increase In Person Instruction to full days if data supports
- Continue with A/B
- Students in Group A attend in-person on Monday and Tuesday
- Students in Group B attend in-person on Thursday and Friday
- Continue with all students learning remotely on Wednesday
- Students with disabilities will receive the opportunity to attend more than two (2) in-person sessions to receive related services as needed.

PLAN DE REINICIO Y RECUPERACIÓN

Phase 3 – Level 3

November 16, 2020 through December 23, 2020

Recommendations:

If the risk for community spread is at the low level, then the district will consider transitioning to Level 3

- If advisable, increase student capacity up to 100%
- If advisable, increase in person instruction up to 5 days each week
- Continue with Level 3 Full Schedule
- Maintain and reassess as needed or minimally every 30 days

Instructional Schedule - Martha B. Day School

Group	Session	Monday	Tuesday	Wednesday	Thursday	Friday
A*	7:50 am - 11:50 am	“In-person”	“In-person”	Remote	Remote	Remote
Subjects		Language Arts, Mathematics, Social Studies, and Science				
LUNCH & RECESS						
Group	Session	Monday	Tuesday	Wednesday	Thursday	Friday
A*	1:25 pm - 2:25 pm	Remote	Remote	Remote	Remote	Remote
Subjects		Physical Education and Health, Music, Art, World Language, Computers, and Social-Emotional Learning, Basic Skills Instruction, English as a Second Language, Response to Intervention, and Tutorial Sessions with Teachers.				
Group	Session	Monday	Tuesday	Wednesday	Thursday	Friday
B*	7:50 am - 11:50 am	Remote	Remote	Remote	“In-person”	“In-person”
Subjects		Language Arts, Mathematics, Social Studies, and Science				
LUNCH & RECESS						
Group	Session	Monday	Tuesday	Wednesday	Thursday	Friday
B*	1:25 pm - 2:25 pm	Remote	Remote	Remote	Remote	Remote
Subjects		Physical Education and Health, Music, Art, World Language, Computers, and Social-Emotional Learning, Basic Skills Instruction, English as a Second Language, Response to Intervention, and Tutorial Sessions with Teachers.				
Group	Session	Monday	Tuesday	Wednesday	Thursday	Friday
100% Remote*	7:50 am - 11:50 am	Remote	Remote	Remote	Remote	Remote
Subjects		Language Arts, Mathematics, Social Studies, and Science				
LUNCH & RECESS						
Group	Session	Monday	Tuesday	Wednesday	Thursday	Friday
100% Remote*	1:25 pm - 2:25 pm	Remote	Remote	Remote	Remote	Remote

PLAN DE REINICIO Y RECUPERACIÓN

Subjects	Physical Education and Health, Music, Art, World Language, Computers, and Social-Emotional Learning, Basic Skills Instruction, English as a Second Language, Response to Intervention, and Tutorial Sessions with Teachers.
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*Any change in the learning schedule requires the approval of the Superintendent of Schools.

Instructional Schedule - Samuel R. Donald School

Group	Session	Monday	Tuesday	Wednesday	Thursday	Friday
A*	8:15 am - 12:15 pm	"In-person"	"In-person"	Remote	Remote	Remote
Subjects		Language Arts, Mathematics, Social Studies, and Science				
LUNCH & RECESS						
Group	Session	Monday	Tuesday	Wednesday	Thursday	Friday
A*	1:50 pm - 2:50 pm	Remote	Remote	Remote	Remote	Remote
Subjects		Physical Education and Health, Music, Art, World Language, Computers, and Social-Emotional Learning, Basic Skills Instruction, English as a Second Language, Response to Intervention, and Tutorial Sessions with Teachers.				
Group	Session	Monday	Tuesday	Wednesday	Thursday	Friday
B*	8:15 am - 12:15 pm	Remote	Remote	Remote	"In-person"	"In-person"
Subjects		Language Arts, Mathematics, Social Studies, and Science				
LUNCH & RECESS						
Group	Session	Monday	Tuesday	Wednesday	Thursday	Friday
B*	1:50 pm - 2:50 pm	Remote	Remote	Remote	Remote	Remote
Subjects		Physical Education and Health, Music, Art, World Language, Computers, and Social-Emotional Learning, Basic Skills Instruction, English as a Second Language, Response to Intervention, and Tutorial Sessions with Teachers.				
Group	Session	Monday	Tuesday	Wednesday	Thursday	Friday
100% Remote*	8:15 am - 12:15 pm	Remote	Remote	Remote	Remote	Remote
Subjects		Language Arts, Mathematics, Social Studies, and Science				
LUNCH & RECESS						
Group	Session	Monday	Tuesday	Wednesday	Thursday	Friday
100% Remote*	1:50 pm - 2:50 pm	Remote	Remote	Remote	Remote	Remote
Subjects		Physical Education and Health, Music, Art, World Language, Computers, and Social-Emotional Learning, Basic Skills Instruction, English as a Second Language, Response to Intervention, and Tutorial Sessions with Teachers.				

*Any change in the learning schedule requires the approval of the Superintendent of Schools.

PLAN DE REINICIO Y RECUPERACIÓN

Instructional Schedule - Walter T. Bergen School

Group	Session	Monday	Tuesday	Wednesday	Thursday	Friday
A*	8:25 am - 12:45 pm	“In-person”	“In-person”	Remote	Remote	Remote
Subjects		Language Arts, Mathematics, Social Studies, and Science				
LUNCH & RECESS						
Group	Session	Monday	Tuesday	Wednesday	Thursday	Friday
A*	2:15 pm - 3:15 pm	Remote	Remote	Remote	Remote	Remote
Subjects		Physical Education and Health, Music, Art, World Language, Computers, and Social-Emotional Learning, Basic Skills Instruction, English as a Second Language, Response to Intervention, and Tutorial Sessions with Teachers.				
Group	Session	Monday	Tuesday	Wednesday	Thursday	Friday
B*	8:25 am - 12:45 pm	Remote	Remote	Remote	“In-person”	“In-person”
Subjects		Language Arts, Mathematics, Social Studies, and Science				
LUNCH & RECESS						
Group	Session	Monday	Tuesday	Wednesday	Thursday	Friday
B*	2:15 pm - 3:15 pm	Remote	Remote	Remote	Remote	Remote
Subjects		Physical Education and Health, Music, Art, World Language, Computers, and Social-Emotional Learning, Basic Skills Instruction, English as a Second Language, Response to Intervention, and Tutorial Sessions with Teachers.				
Group	Session	Monday	Tuesday	Wednesday	Thursday	Friday
100% Remote*	8:25 am - 12:45 pm	Remote	Remote	Remote	Remote	Remote
Subjects		Language Arts, Mathematics, Social Studies, and Science				
LUNCH & RECESS						
Group	Session	Monday	Tuesday	Wednesday	Thursday	Friday
100% Remote*	2:15 pm - 3:15 pm	Remote	Remote	Remote	Remote	Remote
Subjects		Physical Education and Health, Music, Art, World Language, Computers, and Social-Emotional Learning, Basic Skills Instruction, English as a Second Language, Response to Intervention, and Tutorial Sessions with Teachers.				

*Any change in the learning schedule requires the approval of the Superintendent of Schools

PLAN DE REINICIO Y RECUPERACIÓN

Appendix O

Staffing

The Bloomingdale Public Schools will adhere to all NJDOE flexibilities for implementation of certain regulatory requirements during the public health emergency. The following areas have been provided with flexibility due to the COVID-19 closure and pandemic. Should these flexibilities be carried into the 20-21 school year the Bloomingdale Public School District will adhere to all guidelines for implementation:

1. Mentoring for Mentor Teachers and Provisional Teachers
2. Educator Evaluation Protocols for: Teachers, Principals, Assistant Principals, and Other Certificated Staff
3. Certification of Student Teachers (edTPA)

Roles and Responsibilities of Staff

Instructional Staff

4. Safety and Security Related to Covid-19
 - Monitor student movement to ensure safety and adherence to safety guidelines
 - Reinforce basic rules school and classroom behaviors including, but not limited to:
 - Social distancing
 - Face Covering requirements
 - Appropriate student to student interactions
 - Appropriate student to staff interactions
 - Rules for lavatory use
 - Assist, when possible, with logistical matters of school safety and health.
5. Planning of Lessons and Activities

PLAN DE REINICIO Y RECUPERACIÓN

- Plan standards-based lessons appropriate for in person and blended learning
 - Ensure that routines are established and structured for in person and blended learning experiences.
 - Establish clear expectations for remote and in-person student success.
 - Practice regular assessment (formative and summative) that accounts for blended/hybrid learning environments
 - Utilize assessment data to plan for subsequent lessons
 - Incorporate in-person interactions for remote learning (Google Meets)
- Instruct and maintain good practice in digital citizenship for all students and staff.

Administrators

Administrators are charged with maintaining the overall educational program in support of the most effective teaching and learning. To ensure quality of continued learning in-person or remotely, administrators will:

- Make considerations for roles of staff with health concerns and provide reasonable accommodations where necessary.
- Provide collaborative planning time for same student or same grade level teachers.
- Maximize face-to-face instruction for students with special needs or other academic challenges.
- Establish Teacher Leaders to support other instructional staff in “best practices” in hybrid or remote learning by providing direct support or professional development.
- Supply teachers with resources to enhance high quality instruction in all schools.
- Communicate with teachers, students, and parents to assess needs of programming and school structure regularly.

PLAN DE REINICIO Y RECUPERACIÓN

- Foster curriculum development and facilitate curriculum revision in all subject areas based on needs identified due to COVID-19 Pandemic.
- Establish mechanisms for parents and students to communicate needs (academic and social) when distance learning takes place.
- Revise and edit all student schedules to increase student engagement in blended instruction

Mentor Teachers (if applicable)

Maintaining the mentor/mentee relationship during the closures due to COVID-19 is critical. Mentors are employing various methods to continue to support their novice provisional teachers through this difficult period. Below is general guidance for offering ongoing support to mentors and novice provisional teachers. These are in addition to guidance offered in the District Mentoring Plan:

Requirements of Mentor Teachers

- *NJAC6A:9C-5.1* requires novice provisional teachers to receive the equivalent of at least 30 total weeks of mentoring.
- CE holders must receive at least eight weeks of one-to-one meetings with their mentors.
- CEAS holders must receive at least four weeks of one-to-one meetings with their mentors.

Flexibilities

- A school district may count mentoring provided during the State's mandated closure of schools to students towards the 30-week minimum required under *JAC6A:9C-5.1*.
- Based on the novice teacher's level of preparedness and the degree of support provided during closure, districts may determine that when schools return to

PLAN DE REINICIO Y RECUPERACIÓN

normal scheduling, some mentees will need mentoring beyond the minimum requirement.

Additional Guidance for Mentors

Mentors should continue to provide guidance and support in all phases of reopening due to COVID-19. Mentoring may take place remotely and may include regular one-to-one contact, mentoring observations, feedback, and analyzing student data. As always, mentoring observations should remain confidential and non-evaluative.

Guidance and Behavioral Professionals

Guidance and related services must continue either remotely or in person when safe and practical. In addition to enumerated responsibilities included in job descriptions, all guidance and behavioral professionals shall:

- Assist teachers in the facilitation of learning in a remote environment.
- Communicate with students, teachers, and families regarding student progress, academic issues, behavioral incidences, interventions, and resources for student success.
- Facilitate communication between instructional staff and families when needed.
- Coordinate referrals to I&RS Teams, and/or Child Study Team Referrals
- Ensure students are registered in appropriate coursework that allows for successful completion of graduation or promotion requirements.
- Advise teachers and other professionals as to impactful SEL activities, programs, and lessons.
- Offer advice and practices for reaching “hard to reach” students.
- Provide resources for students and families on substance abuse issues, self-harm, suicidal ideation, and other mental health issues or illnesses.

Instructional/Classroom Aides

PLAN DE REINICIO Y RECUPERACIÓN

Instructional and Classroom Aides play a vital role in student success and acquisition of knowledge. In addition to roles and responsibilities enumerated in job descriptions and in student IEPs where applicable, all Instructional and Classroom Aides will:

- Assist teachers in the facilitation of online learning, including assistance in coordination of synchronous and asynchronous instruction and learning.
- Assist teachers in management of remote learning program or in-person instruction – especially when occurring simultaneously.
- Assist in communication with student families (primarily one to one aides)
- Supervise activities of smaller groups of students, while under direct teacher supervision.
- Pre-record read-alouds and videos around SEL activities and routines.

Substitutes

Substitute teachers play a vital role in the staffing of classrooms in the event of a teacher absence. Given the uncertainty of COVID-19 and the expectation of a need for additional classroom substitute teachers, specific duties and protocols will be in place to address related issues.

- In long term substitution situations, substitutes may be required to work in both in-person instruction as well as hybrid learning platforms. Training for substitutes will be developed accordingly.
- Substitutes will be required to select a preference as to school building or grade level, and every effort will be made to reduce movement of substitutes between school buildings.
- Training will be made available on practices and procedures related to Covid-19 restart and other procedures in the summer months prior to school opening.

Student Teachers (if applicable)

Student teachers are part of the education program of the Bloomingdale Public Schools. The district is responsible to provide an active and engaging learning experience for student teachers, and it is expected that student teachers will lend to an increase in

PLAN DE REINICIO Y RECUPERACIÓN

academic programming and excellence in classrooms. In addition to the stated requirements for student teachers from colleges and universities, the following guidelines will apply:

- Student teachers will participate in remote and in-person instruction, and will participate in training along with their cooperating teacher
- Student teachers will work directly under the direction of cooperating teacher(s) when engaging in online learning.
- Student teachers will be encouraged to have a substitute credential to gain the ability to support students without supervision.
- Assist in small group instruction (in-person to help with social distancing).
- Facilitate one-to-one student support under the direction of a cooperating teacher.
- Assist in the facilitation of synchronous instruction in support of hybrid learning.

Technology

- The school district's administration in conjunction with Northern Region Educational Services Technology Staff will ensure that all students have access to a remote learning device and connectivity.
- The school district's administration in conjunction with Northern Region Educational Services Technology Staff will ensure that staff will have access to the remote learning technological devices and platforms required to conduct remote learning and will receive professional training adequate to become proficient in the use of these devices and platforms accordingly.
- The school district's administration in conjunction with Northern Region Educational Services Technology Staff will ensure that parents receive information and online tutorials regarding the district's remote learning technological devices and platforms.

Appendix P

PLAN DE REINICIO Y RECUPERACIÓN

Athletics

Interscholastic and Intramural Athletics will follow guidance as provided by the NJSIAA.

Screening for Athletes (if applicable)

Students must provide a completed COVID-19 questionnaire prior to participating in any sport practice or contest. Late submissions will delay the student's participation.

- Responses of “Yes” will require clearance by the school physician prior to participation in practices or contests.
- Temperature checks will take place prior to any workout or game contest and will be administered by qualified staff members.
 - Temperature readings of above 100.4 degrees will preclude athletes from participation. They will be immediately isolated and transferred to the care of a parent for follow up.
- Screening forms will be completed by athletes prior to any workout.
- Social distancing will be required at all times when student athletes are not engaged in game play or drills.

Equipment Usage

The use of shared equipment will be minimized as much as possible. In the event that the equipment must be shared (basketballs etc.) the equipment will be cleaned and sanitized at regular intervals, and athletes will practice hand washing at regular intervals.

Use of Locker Rooms

Levels 1 and 2

Use of Locker Rooms will be suspended during Levels 1 and 2.

Level 3

PLAN DE REINICIO Y RECUPERACIÓN

Locker rooms may be used for extracurricular and intramural athletics.

- Staff must monitor the use of locker rooms and stagger the times for changing so that social distancing can be maintained.
- Athletes should not be able to loiter in the locker room at any time.
- No athletes may be in the locker room outside the supervision of a staff member.
- The use of lavatories and sinks for hand washing is permissible

PLAN DE REINICIO Y RECUPERACIÓN

CHART OF USEFUL LINKS

Conditions for Learning		
Section	Title	Link
Critical Area of Operation #1	CDC Activities and Initiatives supporting the COVID-19 Response and the President's Plan for Opening American Up Again	https://www.cdc.gov/coronavirus/2019-ncov/downloads/php/CDC-Activities-Initiatives-for-COVID-19-Response.pdf?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fcommunity%2Fschools-day-camps.html%20-%20page=46
	Childcare, Schools, and Youth Programs	https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/index.html
	People Who Are at Increased Risk for Severe Illness	https://www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/people-at-increased-risk.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fneed-extra-precautions%2Fpeople-at-higher-risk.html
	Considerations for Schools	https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html

PLAN DE REINICIO Y RECUPERACIÓN

	Reopening Schools in the Context of COVID-19: Health and Safety Guidelines from Other Countries	https://learningpolicyinstitute.org/product/reopening-schools-covid-19-brief
Critical Area of Operation #2	ASHRAE Offers COVID-19 Building Readiness/Reopening Guidance	https://www.ashrae.org/about/news/2020/ashrae-offers-covid-19-building-readiness-reopening-guidance
	When and How to Wash Your Hands	https://www.cdc.gov/handwashing/when-how-handwashing.html
Critical Area of Operation #3	Bullock announces phased approach to reopen Montana	https://nbcmontana.com/news/coronavirus/bullock-announces-phased-approach-to-reopen-montana
	What Bus Transit Operators Need to Know About COVID-19	https://www.cdc.gov/coronavirus/2019-ncov/community/organizations/buses-transit-operator.html
Critical Area of Operation #4	Stop the Spread of Germs (Printable Poster)	https://www.cdc.gov/coronavirus/2019-ncov/downloads/stop-the-spread-of-germs-11x17-en.pdf
	Handwashing (Printable Posters)	https://www.cdc.gov/handwashing/posters.html
Critical Area of Operation #5	Communicable Disease Service	https://www.nj.gov/health/cd/
Section	Title	Link
	COVID-19: Information for Schools	https://www.state.nj.us/health/cd/topics/covid2019_schools.shtml

PLAN DE REINICIO Y RECUPERACIÓN

	Quick Reference: Discontinuation of Transmission-Based Precautions and Home Isolation for Persons Diagnosed with COVID-19	https://www.nj.gov/health/cd/documents/topics/NCOV/COVID-QuickRef_Discont_Isolation_and_TBP.pdf
	Guidance for Child Care Programs that Remain Open	https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-for-childcare.html
	General Business Frequently Asked Questions	https://www.cdc.gov/coronavirus/2019-ncov/community/general-business-faq.html
Critical Area of Operation #7	Guidance for Cleaning	https://www.epa.gov/sites/production/files/2020-04/documents/316485-c_reopeningamerica_guidance_4.19_6pm.pdf
	EPA Approved Disinfectants for Use Against SARS-CoV-2 (COVID-19)	https://www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2-covid-19
Critical Area of Operation #8	EPA Approved Disinfectants for Use Against SARS-CoV-2 (COVID-19)	https://www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2-covid-19
Social Emotional Learning and School Climate and Culture	A Trauma-Informed Approach to Teaching Through Coronavirus	https://www.tolerance.org/magazine/a-trauma-informed-approach-to-teaching-through-coronavirus

PLAN DE REINICIO Y RECUPERACIÓN

	CASEL – An Initial Guide to Leveraging the Power of Social and Emotional Learning as You Prepare to Reopen and Renew Your School Community	https://casel.org/wp-content/uploads/2020/05/CASEL_Leveraging-SEL-as-You-Prepare-to-Reopen-and-Renew.pdf
Multi-Tiered Systems of Support (MTSS)	New Jersey Tiered System of Supports (NJTSS) Implementation Guidelines	https://www.nj.gov/education/njtss/guidelines.pdf
	RTI Action Network	http://www.rtinetwork.org/
	The Pyramid Model: PBS in Early Childhood Programs and its Relation to School-wide PBS	https://challengingbehavior.cbcs.usf.edu/docs/Pyramid-Model_PBS-early-childhood-programs_Schoolwide-PBS.pdf
Wraparound Supports	SHAPE	http://www.schoolmentalhealth.org/SHAPE/
	Child Care Resource and Referral Agencies	https://www.childcarenj.gov/Parents/Child-Care-Resource-and-Referral-Agencies.aspx
	Coronavirus Resources for Mentoring	https://nationalmentoringresourcecenter.org/
Section	Title	Link
Food Service and Distribution	Benefits of School Lunch	https://frac.org/programs/national-school-lunch-program/benefits-school-lunch
Quality Child Care	Child Care Resource and Referral Agencies	https://www.childcarenj.gov/Parents/Child-Care-Resource-and-Referral-Agencies.aspx

PLAN DE REINICIO Y RECUPERACIÓN

	Division of Early Childhood Education	https://www.nj.gov/education/ece/hs/agencies.htm
Leadership and Planning		
Section	Title	Link
Scheduling	New Jersey Specific Guidance for Schools and Districts	https://www.nj.gov/education/covid19/sped/guidance.shtml
Staffing	Mentoring Guidance for COVID-19 Closures	https://www.nj.gov/education/covid19/teacherresources/mentguidance.shtml
	Educator Evaluation During Extended School Closure as a Result of COVID-19	https://www.nj.gov/education/covid19/teacherresources/evaluation.shtml
	Performance Assessment Requirement for Certification COVID-19 Guidance	https://www.nj.gov/education/covid19/teacherresources/edtpaguidance.shtml
	Educator Preparation Programs and Certification	https://www.nj.gov/education/covid19/teacherresources/eppcert.shtml
Athletics	Executive Order No. 149	http://d31hzhk6di2h5.cloudfront.net/20200530/7d/e6/d1/5c/09c3dc4d1d17c4391a7ec1cb/EO-149.pdf
	NJSIAA COVID-19 Updates	https://www.njsiaa.org/njsiaa-covid-19-updates
	NJSIAA provides return-to-play guidelines – Phase 1	https://www.njsiaa.org/events-news-media/news/njsiaa-provides-return-play-guidelines-phase-1
	Guidance for Opening up High School Athletics and Activities	https://www.nfhs.org/media/3812287/2020-nfhs-guidance-for-opening-up-high-school-athletics-

PLAN DE REINICIO Y RECUPERACIÓN

		and-activities-nfhs-smac-may-15_2020-final.pdf
Policy and Funding		
Section	Title	Link
Elementary and Secondary School Emergency Relief Fund	CARES Act Education Stabilization Fund	https://www.nj.gov/education/covid19/boardops/caresact.shtml
	NJDOE EWEG	https://njdoe.mtbgms.org/NJDOEGMSWeb/logon.aspx
FEMA – Public Assistance	Request for Public Assistance (RPA) Process	https://njemgrants.org/site/rpasubmission.cfm
Section	Title	Link
Purchasing	New Jersey School Directory	https://homeroom5.doe.state.nj.us/directory/district.php?districtname=educational+services+commission
	NJSTART	https://www.njstart.gov/bso/
	Division of Local Government Services	https://www.nj.gov/dca/divisions/dlgs/
	Local Finance Notice – Coronavirus Response: Emergency Procurement and Use of Storm Recovery Reserves	https://www.nj.gov/dca/divisions/dlgs/lfns/20/2020-06.pdf
	Local Finance Notice – COVID-19 – Supplemental	https://www.nj.gov/dca/divisions/dlgs/lfns/20/2020-10.pdf

PLAN DE REINICIO Y RECUPERACIÓN

	Emergency Procurement Guidance	
Costs and Contracting	E-rate	https://www.usac.org/e-rate/
	Technology for Education and Career (NJSBA TEC)	https://www.njsba.org/services/school-technology/
Continuity of Learning		
Section	Title	Link
Ensuring the Delivery of Special Education and Related Services to Students with Disabilities	IDEA	https://sites.ed.gov/idea/
	Guidance on the Delivery of Extended School Year (ESY) Services to Students with Disabilities – June 2020	https://www.nj.gov/education/covid19/boardops/extendedschoolyear.shtml
Technology and Connectivity	Joint Statement of Education and Civil Rights Organizations Concerning Equitable Education during the COVID-19 Pandemic School Closures and Beyond	https://www.naacpldf.org/wp-content/uploads/Joint-Statement-of-National-Education-and-Civil-Rights-Leaders-on-COVID-19-School-Closure-Updated-FINAL-as-of-5.15.2020.pdf
Curriculum, Instruction, and Assessment	Learning Acceleration Guide	https://tntp.org/assets/set-resources/TNTP_Learning_Acceleration_Guide_Final.pdf

PLAN DE REINICIO Y RECUPERACIÓN

	Mathematics: Focus by Grade Level	https://achievethecore.org/category/774/mathematics-focus-by-grade-level
	Teacher Resources for Remote Instruction	https://www.nj.gov/education/covid19/teacherresources/teacherresources.shtml
	NJDOE Virtual Professional Learning	https://www.nj.gov/education/covid19/teacherresources/virtualprofessionallearning.shtml
Section	Title	Link
Professional Learning	Distance Learning Resource Center	https://education-reimagined.org/distance-learning-resource-center/
Career and Technical Education (CTE)	Communicable Disease Service	https://www.nj.gov/health/cd/topics/covid2019_schools.shtml
	Considerations for Schools	https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html