



**BAYSHORE JOINTURE COMMISSION
RESTART AND REOPENING PLAN
2020 - 2021**

Submitted: August 3, 2020

The Road Back Restart and Recovery Plan

BAYSHORE JOINTURE COMMISSION - THE SHORE CENTER FOR STUDENTS WITH AUTISM

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INTRODUCTION

On June 26, 2020, the New Jersey Department of Education (NJDOE) published “The Road Back – Restart and Recovery Plan for Education” (NJDOE Guidance), a Guidance document to assist New Jersey school districts to develop, in collaboration with community stakeholders, a Restart and Recovery Plan (Plan) to reopen schools in September 2020 that best fits the school district's local needs.

Bayshore Jointure Commission's Restart and Recovery Plan (Plan) has been developed to be consistent with the requirements in the NJDOE Guidance with consideration to the school district's local needs in order to ensure school(s) in the district reopen safely and are prepared to accommodate students' unique needs during this unprecedented time.

To ensure consistency with respect to the health and safety of school communities across the State, the NJDOE Guidance speaks specifically to health and safety measures identified as "anticipated minimum standards." These “anticipated minimum standards” are items the NJDOE Guidance recommends a school district incorporate into the Plan as definite components related to health, safety, and operations. Through this established set of Statewide standards, the NJDOE can ensure the State's educational health does not come at the expense of public health. The “anticipated minimum standards” in the NJDOE Guidance are listed and have been incorporated into the school district's locally developed Plan.

The NJDOE Guidance also provides “considerations” that may help school officials in strategizing ways to adhere to the “anticipated minimum standards”, but do not represent necessary components of the Plan. These “considerations” are not listed in the school district Plan, but school officials have reviewed and incorporated the “considerations” included in the NJDOE Guidance when developing the Plan.

The NJDOE Guidance uses the term “should” throughout the document when referencing “anticipated minimum standards ... that school districts should incorporate into their reopening plans as definitive components related to health, safety, and operations.” Therefore, those provisions in the NJDOE Guidance listed as “anticipated minimum standards” have been interpreted to be required components in the Plan.

The NJDOE Guidance uses the term “school districts” or “schools” or “districts” when referring to the completion of tasks. For example, “districts must develop a schedule for increased routine cleaning and disinfection.” This Plan assigns the responsibility for completing tasks to

“school officials” which would be the Superintendent of Schools or a designee of the Superintendent of Schools.

The NJDOE Guidance requires a Board Policy to address several elements outlined in the NJDOE Guidance. The Board of Education will adopt Board Policy 1648 – Restart and Recovery Plan that includes the policies required in the NJDOE Guidance.

This Plan is aligned with the requirements outlined in the NJDOE Guidance. The requirements outlined in the NJDOE Guidance and incorporated into this Plan are controlled by Executive Order of the Governor of New Jersey and are subject to change.

Please note: The Bayshore Jointure Commission operates one school, the Shore Center for Students with Autism, a public, out-of-district, special education placement for students ages 3-21 diagnosed with Autism Spectrum Disorder. This plan specifically addresses the minimum standards outlined in the NJDOE’s Restart and Recovery Plan. However, some of the considerations for general education students may not be applicable to our specialized population.

The Plan presents The Bayshore Jointure Commission’s plan related to four key subject areas, that will be addressed in this order:

1. Leadership and Planning
2. Policy and Funding
3. Conditions for Learning
4. Continuity of Learning

LEADERSHIP and PLANNING

***Establish a restart committee**

The district has established a restart committee. Members include:

- The Superintendent
- The School Business Administrator
- The Chief Information Officer (shared with MOESC)
- The Supervisor of B&G Maintenance
- Building Principal and Vice Principal
- Union President
- Teacher Representatives
- Paraprofessionals
- Therapists/Counselors/BCBAs
- CPI Instructor
- The School Nurse
- Four parents

***Establish school based Pandemic Response Teams**

The district has established a pandemic response team. Members include:

- The Superintendent
- The Building Principal
- School Nurse
- Union Leaders (paras and teachers represented)
- BCBAs, Counselors, Therapists
- Supervisor of B&G/Maintenance
- MOESC's Chief Information Officer (technology)

SCHEDULING

- All students will return at full capacity for 2020-2021 school year, 5 days per week
 - Due to already low class sizes (max regularly is 7), all students can return and be appropriately socially distanced.
 - Face coverings for staff and students will be required unless exempt.
 - All students will return with the exception of those opting for an all virtual option.
- Two (2) of the five (5) days of instruction will be four hour sessions to allow for planning, professional development, staff wellness, and deeper cleaning protocols
 - This may be reduced to one (1) day per week as the year evolves with a goal of returning to five (5) full days if possible.
- Move student start date from September 3 to September 8 to provide some additional PD days for staff regarding health and safety training, scheduling and programming planning, SEL and staff wellness training, room configuration to meet social distancing mandates
 - Please click here for [REVISED SCHOOL CALENDAR](#)
 - The entire school calendar has been changed to account for rescheduled PD

Days

- Two (2) out of three (3) emergency closure days have been removed from the schedule
 - Days will be added if we are not permitted by the NJDOE to use virtual learning for emergency days.
- Half days (four (4) hour sessions) have been designated for Wednesdays and Fridays through November. This is subject to change if the number of half days can be reduced as the conditions evolve.

STAFFING

Considerations related to staff are embedded throughout this restart plan. The health, safety and wellness needs were an equal priority and consideration when crafting this plan and members of our instructional community were fully engaged throughout this process to ensure that their questions, concerns and feedback were incorporated and heard. Professional development, common planning time, staff wellness, mental and emotional health are all critical pieces of our plan and ample time and consideration has been given to these important areas as will be evident throughout this plan.

COMMUNICATION/FEEDBACK LOOPS

- During the planning process, all stakeholders, parents, students, staff, district contacts were engaged in surveys, outreach, communication via email, letters, phone calls, ZOOM conferences, etc. to share progress in planning.
- Drafts of the plan were shared with members of the restart committee and key stakeholders to solicit feedback and brainstorm ideas.
- A Board meeting was held August 4, 2020 at 8 am via Zoom to discuss the draft, preliminary plan with members of the Board of Directors.
- The Superintendent will host a Community Forum on August 6 to present the plan to the Shore Center community and answer any questions.
- The plan will be shared with all families via email, LEA district contacts via email, shared on the District’s website, social media, and via staff email.
- Surveys, virtual check-ins with family, staff discussions and feedback sessions, and other tools will be used every 4 weeks to assess the restart plan and make adjustments if necessary.

ATTENDANCE

- No modifications to attendance policies as students will be in school 5 days per week. If the school is placed in a full-remote model or individual students are subject to remote learning, attendance will be recorded as per the district’s remote learning and emergency closure plan.

ACCESS TO TECHNOLOGY/LEARNING MANAGEMENT SYSTEMS

Bayshore Jointure Commission is not the LEA for students. As a result, the district does not have access to or qualify for many grants, federal relief or funding, state aid, or other additional funding sources. Therefore, Bayshore has continued to work with the LEA or sending districts for each student to ensure that students have access to technology and

internet connectivity. The Bayshore Jointure District is looking at current technology resources and will be purchasing additional resources in order to supply staff with necessary technology to conduct teaching virtually if a full remote option is needed. Throughout the year and, especially during the closure, the Shore Center relied heavily on Google Classroom for students and staff members' instructional needs. We will continue to utilize Google Classroom for both in-person and virtual instruction. Specific plans for all remote options will be designed to meet each students' individual needs while in-person instruction is being provided. If students or the district is required to return to a remote or virtual model, specifics will be addressed in the updated District Remote Learning Plan

PROFESSIONAL DEVELOPMENT

Professional Development is embedded throughout this plan. The school calendar will be redesigned to frontload important professional development. In addition, the two half day sessions will allow for weekly, targeted, professional development on predetermined topics as well as any emergent challenges stemming from this issue. In addition to professional development opportunities, shared planning time, and time for preparation, as well as much needed focus on wellness and emotional health for staff. Professional development topics will be related to health and safety protocols, SEL and equity in instruction for students, SEL and wellness for staff, student data and progress monitoring, remote and virtual instruction.

CONTINGENCY PLANNING

Contingency planning for students or staff who are medically fragile or at a high risk of serious illness if exposed to COVID-19 is included in the plan. Additionally, the district will follow all Federal, State, ADA, and other guidelines regarding students or staff who may require reasonable accommodations or be eligible for a leave under the [Family First Coronavirus Relief Act](#). The district will continue to adapt, revise, and train staff on the Emergency Closure and Remote Learning plan. If we are forced to transition to a virtual or remote model, we will shift to following that plan, as we did in the Spring of 2020.

POLICY and FUNDING

The Bayshore Jointure School District is almost entirely funded by student tuition and small grants secured by the District. Because the district is not a LEA, the Commission does not qualify for state aid, federal funding such as the CARES Act (ESSER), and other assistance afforded to LEAs. As a result, the Bayshore Jointure District will need to reallocate expenditures to ensure that all provisions under this plan can be met.

CONDITIONS for LEARNING

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

Minimal Standards and Action Steps

***Establish and maintain communication with local and state authorities to determine current mitigation levels in your community.**

- Dr. Beams has been in contact with local and county health officials.
- Communication is complicated as students at the Shore Center are from different municipalities and counties.
 - The Tinton Falls office and Monmouth County offices will be primary contact and they will connect other municipalities/counties as needed.

***Schools *must* provide reasonable accommodations for staff and students at higher risk for severe illness such as providing options for telework and virtual learning.**

- Ongoing consultation with local school Board attorney regarding leave provisions and accommodations
- Request forms have been created for staff requesting accommodations, leaves, etc.
- Review all staff requests for reasonable accommodations with appropriate confidential staff and ADA compliance officer.
- Review all student requests with LEA and child's local case manager to make any changes to IEP or to review revisions to programming.
- Make notifications to staff and students/parents regarding ability to accommodate requests in writing and set up a conference to discuss available accommodations.

***Follow CDC's guidance for Schools and Childcare Programs.**

- This step is ongoing - continual review of CDC and NJDOE guidance and appropriate changes will be made to plan as necessary.

***Promote behaviors that reduce the spread: stay home when appropriate, hand hygiene and respiratory etiquette, face coverings, and signs/messages.**

- Appropriate hygiene practices have been built into ESY instruction
- Signage, information and other resources have been and will continue to be posted and distributed to staff, families, and students.
- Additional PD days before student arrival for health and safety training for staff
- Mask training being encouraged during ESY and while students are home
- Mask tolerance will be included in class schedules, counseling, behavioral supports, etc.
- Hygiene, hand-washing incorporated into daily schedule
- Hygiene, health and safety part of instruction and health instruction

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

Social distancing within classroom and school buses. *If unable to maintain physical distance, additional modifications should be in place including physical barriers between desks and turning desks to face the same direction. 6ft apart when eating and doing other activities.

- Due to already low class sizes (max regularly is 7), all students can return and be

appropriately socially distanced.

- All students will return with the exception of those opting for an all virtual option.
- Classroom layouts have been designed to provide appropriate 6 ft. of social distancing between student areas.
- Individual student pods (section of classroom) will be created.
 - All student materials will be in the pod area.
 - Teachers/paras will rotate to all pods if students need assistance trying to minimize student movement within the classroom
 - Students will sit at individual desks and not u-shaped or kidney-bean shaped tables.
- Due to the nature of close contact (hand-over-hand) instruction, students will be asked to wear face coverings when 6ft of social distancing cannot be maintained unless exempt by medical certification or through their IEP.
- If face coverings cannot be worn by the student, staff will use additional PPE equipment when working in close contact with students.
- Students will eat in their classrooms and individual classes will be scheduled in the diner for meal preparation only.
- In speech, where square footage is smaller and face coverings inhibit instruction, clear plastic barriers/dividers will be used for instruction. In addition, speech therapists and students will wear clear face shields during instruction, unless the child is uncomfortable using the face shield. The divider and the teacher shield should still be used in cases where students cannot wear a face shield.

***Students are required to wear face coverings, unless doing so would inhibit the student's health. It is necessary to acknowledge that enforcing the use of face coverings may be impractical for young children or individuals with disabilities.**

- Students will be required to wear face coverings unless exempt or when 6ft of social distancing can be maintained for mask breaks or when outside.
- Face coverings must be worn, unless exempt, when students are in common areas such as the hallways, diner, OT/PT, nurse's office, bathrooms, main office.
- If face coverings cannot be worn by the student, staff will use additional PPE equipment when working in close contact with students.
- Mask tolerance will continue to be built into individual programming.
- Mask breaks will be given throughout the day through the use of outdoor activities or when 6 ft. of social distancing can be maintained in a well-ventilated area.
- Mask breaks will be encouraged for both staff and students when outdoor, socially-distanced activities are planned.
- Staff will be encouraged to take students outside frequently for lessons, walks, movement, fresh air where masks will not need to be worn by students or staff unless social distancing cannot be maintained.
- Students will be required to provide their own face coverings. Disposable face coverings will be available during the school day in case face covering becomes dirty, lost, etc. Families will be responsible for washing face coverings as recommended.

***School staff and visitors must wear face coverings (unless doing so would inhibit the**

individual's health or a child under 2.)

- All school staff will wear face coverings. The Shore Center will provide reusable(washable) face coverings for staff. It is the staff's responsibility to wash their own face coverings and have at work each day.
- Staff may choose to wear their own face coverings and not the face coverings provided by the Shore Center.
- Additional PPE, such as gloves, face shields and gowns will be supplied to staff members who may require more close contact with students or who need additional protection.
- Visitors will be limited. IEP meetings, Conferences, Tours/Intakes will continually be held virtually whenever possible.
- All visitors will need to fill out a health screening tool and have their temperature checked before entering the facility.

Adopt cleaning and disinfecting procedures. School districts *must* develop a schedule for increased routine cleaning and disinfecting, especially of frequently touched surfaces and objects, and sanitize bathrooms daily and between use as much as possible.

The Bayshore leases facilities from MOESC. PLEASE SEE [MOESC FACILITIES PLAN](#). This plan has been written in collaboration with the Bayshore Jointure Restart Committee.

- The Supervisor of B&G has developed a schedule of cleaning and disinfecting for all custodial staff. In addition, disinfecting stations for staff only will be in designated areas. These stations will include approved sanitizing and disinfecting cleaners for staff use during the day. Staff will also be provided approved cleaning products to use to clean classroom areas before and after meals, to disinfect shared objects and also to use in high-touch areas in the classroom during the day.
- Deep cleaning of classrooms will happen daily after student dismissal. Staff will receive a room cleaning schedule and will be required to leave room once cleaning has commenced.

***Schools *must* also minimize use of shared objects. Use of shared objects should be limited when possible or cleaned between use. (page 20)**

- Most individual student materials will be placed in "cubbies" within each students' designated classroom area.
- Donations of supplies such as pencils, crayons, markers for individual student use will be requested.
- Shared objects will be limited in the classroom to objects easily disinfected between use and will be scheduled for use with different students so that proper cleaning can be done before the next students' use.
- Staff lesson plans will include and have an emphasis on material use so that planning for materials and cleaning of shared materials is built into the lesson and pacing.
- Due to the nature of reinforcement for students, we will ensure that all students have individual containers of all edible reinforcements. The edible reinforcers will be placed on the desk when possible.
- We will try to limit the use of edible reinforcers and introduce other reinforcers and begin to determine other reinforcers such as tablet use, other individual toys, etc. to

use for reinforcers.

***Schools *must* ensure indoor facilities have adequate ventilation. Recirculated air must have a fresh air component. Open windows if A/C is not provided. Filters for A/C units must be maintained and changed according to manufacturer recommendations.**

- The maintenance staff will closely monitor the HVAC systems for proper airflow, and will continue with the quarterly preventative maintenance inspections along with replacing the air filters once per month, which is an increase from the manufacturer's specifications.
- Dampers will be adjusted to increase outside air into the building where possible.
- 5 Roof Top Units will be getting retrofitted for power exhaust.
- Staff will be encouraged to open windows as necessary for added ventilation when weather permits

***Schools *must* prepare and maintain hand sanitizing stations with alcohol-based hand sanitizers (at least 60%).**

- In each classroom
- At entrances and exits of buildings
- Near lunchrooms and toilets

- Hand-sanitizer stations will be in hallways, at entrances and exits, and near restrooms
- Hand sanitizer will be placed in all classrooms

***Schools *must* ensure that students wash hands frequently for at least 20 seconds at regular intervals, including before eating after using the bathroom, and after blowing their nose/coughing/sneezing.**

<https://www.cdc.gov/handwashing/when-howhandwashing.html>

- Hygiene, hand-washing incorporated into daily schedule, before and after meals and after outdoor play
- Hygiene, health and safety part of instruction and health instruction

Critical Area of Operation #3 : Transportation

***Social distancing should be maintained on buses to maximum extent practicable, if not possible, all students *must* wear face coverings while on busses. Possible methods: one student per row, skipping a row between each student.**

- Shore Center students all use contracted transportation. Students will need to follow social distancing guidelines (6ft spacing, face coverings, etc.) as designed by the sending district and contracted provider.
- During arrival, vans/busses will be emptied beginning with students from front row and then back.
- During dismissal, vans/busses will be loaded from the back row first.
- The amount of vans/busses unloaded at once will be limited and two entrances will be utilized.

School districts *must* complete an inventory of outdoor spaces and mark off areas to ensure separation between students.

- Staff will be designated at locations spaced a minimum of 6 ft. apart during arrival and dismissal.
- Staff will be assigned a specific location to help facilitate arrival. Classroom teachers will remain at the classroom door to greet students who are independent and can walk to the classroom on their own. Staff will line the halls to ensure that all students are following signage, traffic patterns and not gathering.
- For younger students, paraprofessionals will take students from their class only to their designated meeting spot and then proceed to the classroom. Face coverings will be required for students gathering at this meeting spot unless accommodations have been made.

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

***School district reopening plans should establish the process and location for student and staff health screenings.**

- Staff and student screenings will be done using a tech-enabled universal screening prior to arriving at the Shore Center.
 - Parents will have a daily screening tool that they must fill out that will self-report students and allow them to determine whether a child should stay home or be sent to school.
 - Staff will fill out a self-report screening tool as well and then have their temperatures screened on arrival.
- Students will enter and exit the building at assigned entrances. Multiple entrances will be used to eliminate student gatherings and allow for appropriate spacing of students.
- Students will not gather while waiting for buses but will be called by bus a few at a

time.

- Non-contact staff sign-in procedures have been created using the fob-entry system so that staff do not need to enter the main office.
- Hallways will be designated one-way traffic flow and signage will be used to indicate the flow of traffic in the hallway
- Clear dividers will be used to separate staff from the desks of secretaries in the main office
- Students will travel to the gym using the outdoor walkways when weather is appropriate to avoid mixing with MOESC students and common areas.
- A separate entrance to the nurse's office that exits into the school's vestibule has been created for parents to enter to pick up sick children. This is a private area and not visible to the overall school community.
- OT/PT rooms will be sectioned to allow appropriate social distancing. Students and classes will be scheduled allowing ample time to clean and disinfect equipment between uses. Clear partitions will be used where necessary.

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

*** School districts must adopt a policy for screening students and employees upon arrival for symptoms and history of exposure.**

- Staff and student screenings will be done using a tech-enabled universal screening prior to arriving at the Shore Center.
 - Parents will have a daily screening tool that they must fill out that will self-report students and allow them to determine whether a child should stay home or be sent to school.
- Staff will fill out a self-report screening tool as well and then have their temperatures screened on arrival.
- The Bayshore Jointure District will follow updated CDC guidelines regarding universal screening of students:
<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/symptom-screening.html>

***Staff must visually check students for symptoms upon arrival and/or confirm with families that students are free of COVID-19 symptoms.**

- Staff will follow all CDC Guidelines regarding screening for students.
- If a student reports symptoms upon arriving at school or staff can visually spot symptoms, the student will immediately be sent to the nurse's office for evaluation, possible isolation or parent pick-up from school.
- If a staff member presents or reports symptoms, the staff member will also report to the nurse's office for evaluation and asked to go home and we will follow protocols to monitor the symptoms.

***Screening results must be documented when signs/symptoms of COVID-19 are observed.**

- The tech-enabled screening tool will provide a report to the nurse and school administration of clearance to attend school.
- Additionally, the school nurse will maintain detailed nursing logs related to all student and staff visits.

***Students and staff with symptoms related to COVID-19 must be safely and respectfully isolated from others. Follow [current Communicable Disease Service guidance](#). If a school district becomes aware that an individual who has spent time in a district facility test positive for COVID-19, district officials must immediately notify local health officials, staff, and families of a confirmed case while maintaining confidentiality.**

- As per discussion with local health officials, the Superintendent will notify the local agency (Tinton Falls) of any individuals who have spent time in the district facilities and test positive for COVID-19. The local health officials will then assist with the communication and coordination with other local health offices when necessary.
- The nurse's office is shared between the Shore Center and MOESC's Regional Achievement Academy. The location of the nurse's office has been moved so that it is more centrally located, isolation space can be built and maintained and there are multiple entrances to the office protecting the privacy of students and staff who may require treatment or isolation.
- The nurse and other key staff who have continued close contact (BCBAS, crisis response members, CPI instructor/leader) will have specialized PPE such as N95 masks, face shields, goggles, bite guards, gowns, etc.
- Readmittance to school will follow current CDC guidelines related to symptoms (not positive testing):
https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/end-home-isolation.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fpre-event-getting-sick%2Fwhen-its-safe.html
- The district will follow all current policies and procedures for staff and students with symptoms or illness, in particular not returning to school after being fever-free for 24-hours without the use of a fever reducer, or requiring a doctor's note to return after an illness lasting 3 days or more.
- The CDC does not recommend requiring a doctor's note or a negative Covid test prior to return. This does not apply to students or staff who have a confirmed positive Covid test.

***Encourage parents to be on alert for signs of illness in their children and to keep them home when they are sick.**

- After completing the daily screening tool, parents will be encouraged to keep students home when sick or presenting any symptoms.

Consider using a professional development day for staff to practice screening protocols with each other before applying to students.

- The Bayshore Jointure Commission administration will ensure that staff is provided with PD

on health and safety at the beginning of the school year which will include proper use of necessary PPE for school assignments, hygiene, hand washing protocols, and hand-sanitizing after any shared point of contact items (which should be avoided anyway and is not recommended).

- PD days will be redistributed to the beginning of the school year to discuss health and safety, screening protocols, health protocols for students and staff exhibiting symptoms, etc. Other topics to be addressed will be SEL, wellness for staff, and assessment and instruction.
- The Shore Center staff will engage in PD multiple times per week after student dismissal to continue to assess the evolving situation, make adjustments to health and safety protocols and address other student issues.

Special consideration should be given to protection for staff members, such as school nurses, custodians, and some Special Education teachers, paraprofessionals and services providers, who will be in close contact with students or will handle waste materials.

- The nurse and other key staff who have continued close contact (BCBAS, counselors, CPI instructor/leader) will have specialized PPE such as N95 masks, face shields, goggles, bite guards, gowns, etc.

Critical Area of Operation #6: Contact Tracing (Close contact = w/in 6ft, for at least 10 minutes)

***School district administrators, school safety specialists, counselors, and any other staff deemed appropriate by the school district, should be provided with information regarding the role of contact tracing in keeping school communities safe from the spread of contagious disease. School districts should collaborate with the local 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.**

Create contact tracing policy (see page 27)

- The Superintendent, members of the administrative team, and the district nurse will be responsible for cooperating and sharing appropriate information related to contact tracing. All private health information will be maintained with the district nurse or in the office of the Superintendent.
- The Superintendent will facilitate all communication with the local health officials regarding contact tracing.
- The district will maintain attendance records, classroom logs, and all other records helpful in contact tracing.
- If there is a suspected positive case of COVID-19, the Superintendent will contact the local health office and follow their procedures for contact tracing.
- Communication to the school community will be developed based on each case notifying of possible exposure, the level of exposure and the steps that will be taken (quarantine) to contain the exposure. At no time will the communication provide details that could breach confidentiality.

- The Superintendent and Shore Center designated staff (listed above) will follow all advice and guidelines provided by the department of health.

Critical Area of Operation #7: Facilities Cleaning Practices

***Adopt cleaning and disinfecting procedures. School districts must develop a schedule for increased routine cleaning and disinfecting, especially of frequently touched surfaces and objects, and sanitize bathrooms daily and between use as much as possible.**

***School districts must develop a procedure manual to establish cleaning/disinfecting schedules, targeted areas to be cleaned, and methods and materials to be used.**

The Bayshore leases facilities from MOESC. PLEASE SEE [MOESC FACILITIES PLAN](#). This plan has been written in collaboration with the Bayshore Jointure Restart Committee.

Critical Area of Operation #8: Meals

***School districts must stagger eating times to allow for social distancing and disinfecting of the area between groups.**

***Space students at least 6 ft apart.**

- Students will eat in their classrooms and individual classes will be scheduled in the diner for meal preparation only.
 - This will be scheduled and allow for proper disinfection between uses.
 - Students who are preparing meals will be required to wear face coverings and gloves (no exceptions)
 - If students are exempt from wearing a mask, their meals will be prepared for them.
- Students will eat in classrooms sitting 6 ft. apart
- Hygiene/hand-washing will be scheduled before and after meals.
- Staff and students will be responsible for cleaning their desks before and after meals, which is our current practice.
- Staff will eat in the staff lounge maintaining 6 ft. of social distancing, outdoor tables, or in classrooms if they choose. All staff must maintain 6ft. of social distance while eating meals.

Critical Area of Operation #9: Recess/Physical Education

***Stagger recess./ Stagger the use of playground equipment and establish frequent disinfecting protocols**

- The playground will be closed until further notice due to difficulty disinfecting between uses
- Recess will be held in the large outdoor field area, in reserved blacktop and sidewalk areas (for chalk drawing, etc.)
- Recess games, activities, materials will be provided for classes to utilize while outside. Any shared materials will need to be sanitized after class use.
- Although these areas are large enough to accommodate multiple classes at one time, classes will not be permitted to mix during recess or other outdoor activities.
- All physical education equipment will be appropriately disinfected after each use.

*** Always wash hands immediately after outdoor playtime**

- Physical education classes will be held outdoor on field or outdoor locations as much as possible (weather permitting)
- When indoors, small class sizes will allow for appropriate social distancing. Team games will be limited if shared equipment is necessary.
- Class schedules will include hygiene, hand-washing after physical education or outdoor activities
- Physical education classes will be scheduled by cohort to avoid mixing.

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

***Consider canceling field trips, assemblies, and other large gatherings.**

- Assemblies, large gatherings, and any other opportunities for students to gather will be suspended until further notice
- Although field trips, community-based instruction, job-sampling, and other off campus activities are part of our regular programming, these will be suspended for the month of September. We will work with our community partners on when it would be possible to reschedule trips, shopping, and job-sampling.
 - Programming is being revised to include more opportunities for job-sampling within the Shore Center during this time.
 - Grocery shopping will be done online and students will be responsible for stocking their own shelves, etc.
- Because transportation is an issue, suspending these activities will provide us time to secure appropriate transportation, implement safety guidelines and schedule smaller groups of students.

CONTINUITY OF LEARNING

Ensuring the Delivery of Special Education and Related Services to Students with Disabilities

As a district that exclusively services students with disabilities, specifically students diagnosed with Autism Spectrum Disorder, the Shore Center consistently follows all guidance from the United States Department of Education to meet our 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. We are in regular communication with case managers, specialists, therapists, BCBAs, parents, students and wraparound or in-home service providers to ensure that we are meeting all needs of students to the greatest extent possible.

In accordance with the Extended School Year (ESY) Guidance issued by the NJDOE, all student IEPs that currently included ESY services were included in the Shore Center's virtual ESY program. Live instruction, hands-on, developmentally-appropriate instruction, as well as related therapies were provided to all students who participated.

The Shore Center has been in constant communication with LEA's and students' case managers regarding the return to school. Our school nurse, case managers and building administration have been working with families of medically fragile students and students with physical or health impairments who may require accommodations and modifications and will address these in a 504, a health plan or in the child's IEP accordingly. During the initial weeks of school, we will be working to assess the impact of remote instruction and determine any areas of regression utilizing prior year progress indicators, progression rates, benchmark assessments and other tools. We will work with LEAs to determine the need for compensatory services or modifications to the IEP.

Technology and Connectivity

The Bayshore Jointure School District is not the LEA, however, we do work very closely with the LEAs to ensure that every student has access to a device and internet connectivity. During the period of remote instruction all of our students were provided with a Chromebook if needed and local school districts were responsible for ensuring connectivity if families indicated that they did not have access. We will continue this process for any students who require an all virtual model of instruction and in the event that groups of students or the entire community needs to return to a remote/virtual model of instruction.

Curriculum, Instruction & Assessment

The Shore Center will be returning to five days of instruction. Most of our considerations in planning curriculum, instruction, and assessment for reopening focuses on meeting the individual goals and progress indicators for our Special Education students. This is addressed in the continuity of learning for students with disabilities section of this plan. Simultaneous to planning for in-person instruction, we have been and will continue to work with staff on a virtual model for instruction if the conditions require use of such a model. All of our curriculum, instruction and assessment is based on each child's IEP and the identified programming that is developmentally appropriate.

Professional Learning

Considerations for Professional Learning are embedded throughout this plan and in every facet of our implementation. We have left ample time within our schedule for opportunities for ongoing, targeted, evolving professional learning for staff. We will also host a series of learning opportunities for our families to help them better navigate the transition. Professional learning through PLCs, in-services, common planning, designated PD days, virtual PD, etc. have been planned throughout the year.

Work-based or Community-based Instruction

Community Based Instruction is a large part of our programming for our secondary students. Although we are still pursuing individual, small-group and other community-based opportunities, we have created a multitude of opportunities for students to engage in on campus, virtually, or as part of our pre-vocational programming, which has always been a cornerstone of our program. The planning for community-based instruction will continue to evolve until we can offer a full community-based, off-campus program for our students again.

Academic, Social, and Behavioral Supports

Social Emotional Learning (SEL) and School Culture and Climate

Social Emotional Learning is one of the core principles of the Shore Center for Students with Autism. We strive to include culturally-responsive activities, instruction, and a school culture that is truly a reflection of our students. However, there is always room for more learning and development. The Shore Center will embrace this opportunity to truly focus on the equal well-being of students AND staff and ensure that we are recognizing the trauma, stress, pain, and uncertainty that this situation evokes and that we are given safe, reliable, non-judgemental support to work through these strong feelings and heal as we grow together in this process.

This important work will be constantly evaluated, revised, and improved based on staff, student, and family feedback and needs.

***Educator Well-Being: Provide time and space for individuals to process traumatic events, re-establish connections with each other, and receive support that promotes their healing.**

- School Counselor will check-in with staff member frequently to assess traumatic stress responses
- School Counselor will provide mindfulness activities weekly, or more frequently if needed

***Create opportunities for staff to regularly practice and reflect on their social and emotional competencies**

- Educator wellness continues to be a priority in the district. All members of the school community are aware of the trauma, stress, anxiety that the COVID-19 crisis as well as other critical issues are impacting staff and students.
- Our professional learning plan puts an emphasis on ongoing, targeted, personalized opportunities for staff to support each other, heal, and ensure that they are caring for their own well-being as well as our students.
- Provide educators with *Support for Teachers Affected by Trauma* curriculum to assist them in assessing and understanding their personal level of trauma and implement self-care techniques. If at any point the educator needs to consult with someone, STAT provides an “I Need Help” button for immediate assistance.

***Prioritize educator self-care and wellness through the summer and at the start of the 2020- 2021 school year.**

***Support educators’ access to mental and behavioral resources and encourage them to utilize these services**

- During ESY, all staff and students participated in Zen Thursdays during ESY 8:15-8:30 (meditation, wellness tips, etc.)
- PD days at the start of the year will be dedicated to educator wellness, self-care and reducing anxiety and stress
- Wellness and self-care will be a topic during every PD session throughout the year
- Both in-district and community resources will be shared with staff to help support their emotional and mental wellness

Trauma-Informed Social and Emotional Learning

***Teaching Tolerance, we must focus on :**

- Establishing routines and maintaining clear communication
- Prioritizing relationships and well-being over assignment and behavior compliance
- Supporting students and staff in feeling safe, connected, and hopeful.

***Make deliberate efforts to communicate the importance of SEL and how it relates to**

student success in your school or district to students and families

- Newsletters, emails, school website and/or social media
- Draw from *Common Sense Educator SEL educator toolkit* - <https://www.common sense.org/education/toolkit/social-emotional-learning>

*** Consider staffing needs that would be most appropriate in addressing the trauma and social and emotional well-being of your students as they return to school**

- School counselor availability
- MOESC LPC/social worker consultation opportunities

***Facilitate opportunities for connection and reflection among students, families, and staff**

- Establish Check In Check Out (CICO) intervention, a tier 2 research based intervention that promotes positive behavior support and connections amongst students and staff.
- Staff will have opportunity for connection and stress / anxiety reduction through weekly or bi-weekly yoga classes on site