

# **Audubon Public School District**

350 Edgewood Avenue

Audubon, New Jersey 08106

856.547.7695



## **Restart and Recovery Plan 2020-2021**

Community Presentation of Plan:

August 5, 2020

Board of Education Approval:

August 19, 2020



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“The Road Back: Restart and Recovery Plan for Education”

**Acknowledgements**

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## **EXECUTIVE SUMMARY**

### **District Mission Statement**

In partnership with our students, families, and communities, the Audubon Public Schools will educate all students by providing motivating and challenging learning experiences embedded in technology that prepare them to achieve the New Jersey Student Learning Standards at all grade levels, in a safe setting of mutual respect, in order to develop ethical, productive citizens who will contribute to the local and global community.

### **Overview**

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. The NJDOE Guidance presents information for New Jersey public school districts related to four key subject areas: Conditions for Learning; Leadership and Planning; Policy and Funding; and Continuity of Learning.

The Audubon Public School District Board of Education Restart and Recovery Plan (Plan) has been developed to be consistent with the requirements in the NJDOE Guidance with consideration to Audubon Borough, Audubon Park, and Mount Ephraim’s local needs in order to ensure schools 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 included in Audubon’s Reopening Plan. Committee members have reviewed and incorporated the “considerations” included in the NJDOE Guidance when developing the Plan.



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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 Audubon Public School District Reopening 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 be adopting [Board Policy 1648](#) – Restart and Recovery Plan that includes the policies required in the NJDOE Guidance; tentative approval date September 16, 2020.

This Plan is aligned with the requirements outlined in the NJDOE Guidance. The Appendices section of this Plan include Audubon’s unique and locally developed protocols to ensure school(s) in the district reopen safely and are prepared to accommodate staff and students' unique needs during this unprecedented time. Also included in the Appendices section is a chart that includes all websites and outside guidance information that are listed in the NJDOE Guidance.

The requirements outlined in the NJDOE Guidance and incorporated into this Plan are controlled by the Executive Order of the Governor of New Jersey and are subject to change. The plan serves as reopening guidance for the District. This plan does not replace or supersede any law or policies. The Audubon Public School District’s Reopening Plan has been focused around three lenses; 1) Health & Safety, Student Learning, and Stakeholders Needs. Additional items in the plan are included under Policy and Funding.

**The District will open with a full remote model from September 1, 2020 through November 9, 2020; identified students and classes may attend in-person instruction during the “full” remote phase.** After thoroughly reviewing the Audubon Public School District’s Restart & Recovery (Reopening) Plan for the 2020-2021 school year, parents are encouraged to complete the Center for Disease Control & Prevention “[Back to School Decision Making Tool](#)” when deciding whether the Hybrid In-Person or Remote Learning model is the best fit for their child(ren) in November.



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**District Demographics**

<b>June 2020</b>	<b>Homeless</b>	<b>ELL</b>	<b>IEP</b>	<b>Free or Reduced Lunch</b>	<b>Total Population</b>
<b>Pre-School</b>	0	0	7	4 F - 0 R	24
<b>Haviland (K-2)</b>	2	1	49	28 F - 16 R	252
<b>Mansion (3-6)</b>	1	5	83	52 F - 16 R	393
<b>Jr-Senior High</b>	7	7	178	136 F- 47 R	807
<b>Total</b>	10	13	317	220 Free 79 Reduced	1,476

**STAKEHOLDER NEEDS**

**Input and Engagement**

Engaging our school community and stakeholders was an essential part of developing the Audubon Public School District Reopening Plan. Our Thought Exchange allowed us to gather input from nearly 900 participants and included close to 1,200 thoughts, and had over 40,000 ratings. The initial quick survey had input from over 1,000 participants (917 parents and 148 staff members). These digital conversations are continuing; the [FAQs Survey](#) is open from July 30, 2020 through August 14, 2020.

Formal face-to-face and virtual collaborations included the Administrative Team meetings, Audubon Education Association meetings, reconvening the Health-Related School Closure Committee, the Formal Reopening Planning Committee, County Superintendent Round Tables, County Curriculum Consortium, Superintendent conversations with Mount Ephraim, County Special Education Supervisor Consortium, School-Based Committees (faculty & staff and parents), Grade Level Committees, Content Area Committees, County Specialty (Nurses) Committees, Building-Based and District Special Education Parent meeting(s), and a



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combination thereof. Many if not all of these conversations will continue as we further refine and define this Plan.

Other contributors (direct and indirect) to this work include the Camden County Department of Health, the Camden County Superintendents Association, the Camden County Department of Education, the New Jersey Department of Education, and the Centers for Disease Control and Prevention. The School Solicitor and School Physician were also consulted.

The collaborative, inclusive, and multifaceted nature of collecting stakeholder input facilitated and permitted for the development of a comprehensive plan. The District is appreciative of the support from our stakeholders. These conversations truly assisted to inform, guide, and focus our thinking and decisions. The District will need to continue to communicate thoroughly and often in order to inform and engage the school community. The pandemic will continue to evolve and change thus impacting our school community in different ways. The Audubon Public School District Reopening Plan will be fluid and ever-evolving.

Audubon School Community members and stakeholders are encouraged to actively engage in and review our work. The Reopening Plan, communications, and supporting documents are available on the District website on the [Reopening Plan link](#). Additional information in regards to the virus is available on the [COVID-19 link](#). The Superintendent of Schools will work to ensure all information regarding the District’s instructional programs communicated to the community.

### **Community Partnerships**

The Audubon Public School District school community is very supportive and includes the assistance of the Audubon Education Foundation, the Audubon Father’s Association, the Audubon Fire Department, the Audubon Police Department, and the Parent Teacher Association. Volunteer efforts have included clothing and meal donations, meal delivery, and purchasing and support of technology initiatives. When there is an identified need, the Audubon school community pulls together to meet the need whether large or small.

### **Student Learning Across the Continuum**

The District considered numerous options prior to arriving at the final transition from All-Out to the Hybrid Model. The mutation of the virus caused the District to pause and reflect and prepare an adaptive plan that permits us to pivot and shift our learning model across a continuum. Several of the models considered are shared below and listed by the most exclusive to inclusive:

- ❖ All-Out (100% Remote Instruction) September 1, 2020 through November 4, 2020
- ❖ Most-Out



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- ❖ One-Day Per-Cycle ( $\frac{1}{6}$ )
- ❖ One-Day Per Week ( $\frac{1}{4}$ )
- ❖ Earl In/Early Out & Late In/Late Out
- ❖ Green (M/W) and Gold (T/R) Early Dismissal
- ❖ **Green (M/T) and Gold (R/F) Early Dismissal November 9, 2020 through TBD**
- ❖ Green (M/W) and Gold (T/R) Early Dismissal & Rotating Fridays
- ❖ Green (M/T) and Gold (R/F) Early Dismissal & Rotating Wednesdays
- ❖ Green (M/W) and Gold (T/R)
- ❖ Green (M/T) and Gold (R/F)
- ❖ Green (M/W) and Gold (T/R) & Rotating Fridays
- ❖ Green (M/T) and Gold (R/F) & Rotating Wednesday
- ❖ All-In Early Dismissal
- ❖ All-In (Traditional Model)

**Faculty, Staff, and Student Needs**

The Health and Safety section of the NJDOE Guidance provides for "additional considerations" to assist school officials in considering ways to adhere to the anticipated minimum standards. These provisions are also consistent with the Board's general obligation to ensure the health and safety of its students and staff pursuant to N.J.S.A. 18A:40-6 and N.J.A.C. 6A:16-2.1. District officials will abide by the advice of local health officials to determine the safest course of action based on local circumstances, which will change as the public health landscape evolves. The health and safety of students and staff is the number one priority and has guided all decisions of the Audubon Public School District's Reopening Plan.

In all stages and phases of pandemic response and recovery, the Centers for Disease Control and Prevention (CDC) recommends that:

- ❖ Schools ensure that staff and students that are at a higher risk for severe illness are protected and supported. The APSD will review and consider reasonable accommodations for faculty, staff, and students at a higher risk for severe illness. These accommodations will include but are not limited to promoting behaviors that reduce the spread of COVID-19, e.g. social distancing, frequent hand washing, and the use of face covering. Additional accommodations may include the scheduling of high risk employees and students in alternate or adapted locations (e.g. individually, smaller classes, telework and virtual learning). The CDC includes older adults (aged 65 years and older and individuals with disabilities or serious underlying medical conditions (e.g. Chronic lung disease or asthma (moderate to severe); Serious heart conditions; Immunocompromised; Severe obesity (body mass index, or BMI, of 40 or higher); Diabetes; Chronic kidney



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disease undergoing dialysis; Liver disease; Medically fragile students with Individualized Education Programs (IEPs); Students with complex disabilities with IEPs; or Students who require accommodations under a Plan in accordance with the Section 504 of the Rehabilitation Act of 1973 (504 Plan)) as being at a higher risk for severe illness from COVID-19. The APSD will provide reasonable accommodations for faculty, staff, and students at a higher risk for severe illness.

Accommodations from faculty, staff, and students/families will be considered with formal notice and supporting documentation from a physician and confirmation from a District assigned official(s) (i.e. School Physician); requests are to be submitted to the Superintendent of Schools ([Accommodations Faculty & Staff](#); [Leaves for Good Cause](#)).

Staff accommodations will follow the negotiated agreements (Audubon Administrator’s Association and Audubon Education Association), Audubon Public School District Board of Education Policy & Regulations, Federal Code ([Family Medical Leave Act](#) and Families First Coronavirus Response Act: Employee Paid Leave Rights), and may include recommendations by the Superintendent of Schools to be considered by the Board (e.g. off-site work completion, sabbaticals, etc.).

- Family and Medical Leave Act ([Notice of Rights](#))
  - Family and Medical Leave Act ([FAQs](#))
  - Family and Medical Leave Act ([Staff Member \(Self\) Application](#))
  - Family and Medical Leave Act ([Family Member Application](#))
  - [Physician's Release to Return to Work Form](#)
- ❖ The federal [Families First Coronavirus Response Act: Employee Paid Leave Rights](#) took effect on April 1, 2020 and provided certain workers access to emergency paid leave to care for themselves or a loved one, or care for their children at home, due to Coronavirus. The linked document “[What NJ Workers Need to Know About the Families First Coronavirus Response Act](#)” provides further guidance. The provision of the Act (Emergency Paid Sick Leave & Emergency Child Care) both expire on December 31, 2020.

The Office of the Superintendent and Business Off (Payroll Clerk), will coordinate the mandatory leaves as required by positive COVID-19 tests and/or exposure protocols. All staff that are required to take a leave that falls under the FCRA: EPSLA will be compensated for up to 80 hours at their contractual rate before having to use sick, personal, vacation days, and/or unpaid days up until December 31, 2020. If the EPSLA is



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extended or modified, the District will follow the guidance as per the Federal Government.

- ❖ The Audubon Public School District will follow the guidelines of the New Jersey Department of Education as it relates to the [certificated staff evaluation](#). Any modifications or alterations to current observations and evaluation protocols for the members of the Audubon Administrators and Audubon Educations Associations will be consulted with prior to any formal evaluations or updates. When developing observation schedules both in-person and remote models will be considered. The School Improvement Panel will play a role in guiding professional learning, mentoring, and other areas of professional learning throughout the district.
- ❖ The District Mentoring Plans has been updated for the 2020-2021 school year. The new plan includes alternate avenues for “in-person” contact with the mentor and mentee using agreed upon communication methods and schedules that provide for confidentiality and sufficient support. As has been past practice, the mentor will be identifying the items that need to be addressed in a hierarchical format, i.e. most needed first. By setting clear, objective, and measurable goals, hopefully the mentor and mentee may integrate health care into their work. The District will follow the guidelines of the NJDOE as it relates to staff [certifications procedures and protocols](#).
- ❖ Staffing contingency plans are being developed. These plans are taking into account known staff leaves, intermittent leaves, and unscheduled absences. Based on an initial staff survey, 90% of the staff plan on returning to school in September. If and when positive cases of COVID-19 are identified, staff that can continue to instruct remotely while on quarantine may. Critical job functions will be identified and alternate coverage and cross-training will be secured and conducted respectively. Additional daily substitutes will be secured at times when there is a spike in absenteeism as has been past-practice. Alternate contract schedules will be considered when hiring additional custodial staff. Staff that are quarantined may have substitute coverage so that they can instruct synchronously from home to students that are attending in-person and on-site. To ensure that the students receive the possible instruction within a safe in-person learning environment, the District will focus on the retention of current employees while using data continuously to assess and adapt our contingency plans.
- ❖ Substitute teachers will participate in training session(s) prior to the start of the school year. These training sessions will follow social distancing guidelines and in most cases occur remotely. Most of not all areas of the Restart & Recovery Plan will be discussed.



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When possible, substitutes will be assigned to one building, grade level, and classroom in order to limit cross-contact for the substitute and their students.

- ❖ Student teacher assignments will be limited. Student teachers will undergo and participate in all certificated teacher training sessions. Student teachers will be encouraged to obtain their substitute teacher certification in order to gain the ability to support students without supervision as needed. Under the guidance of the cooperating teacher, student teachers may be able to provide small group, asynchronous or synchronous learning activities, and engage in hybrid and remote instruction.
- ❖ Schools promote behaviors that reduce the spread of COVID-19. Please see the cleaning, signage, hygiene practices, screenings, social distancing, and training protocols included in the Health & Safety Section of this plan for further guidance.
- ❖ School officials establish and maintain communication with local and State authorities to determine current mitigation levels in the community (See Health & Safety for further guidance).

**Social Emotional (SEL) and School Climate & Culture**

Conditions for learning involve the social, emotional, and environmental factors that can impact educator capacity to teach and student capacity to learn, including standards for maintaining healthy and safe school conditions. Social Emotional Learning (SEL) and School Culture and Climate will be considered and included in the District Plan focusing on re-engaging students, supporting adults, and building relationships, and creating a foundation for academic support. As schools reopen, the impact of social isolation on both educators and students is a key area of concern for the District. The District will capitalize on District, local, county, State, and national resources. The opening and future inservice days will include learnings for faculty and staff in the area of SEL. By building a strong foundation and continuing with ongoing support throughout the year(s), the District will be able to grow and adapt and support faculty, staff, students, parents/guardians, and the community.

- ❖ **Mental Health & Trauma.** Theory and past-research suggests that COVID-19 will have psychological and emotional impacts on faculty, staff, and students. The District recognizes the potential negative impact of the Plan’s environment (Cohort Model, Use of PPE, Screenings, Changes in Class Structure, Limiting Traditional Athletics and Extracurricular Activities, etc.). Training and support will be available for all stakeholders.



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Mental Health and Trauma supports may include and are not limited to counseling support in each school, live and virtual counseling and mental health for students and families, training sessions for administration, faculty, and staff, and trauma-informed mental health activities for all stakeholders. Trauma-informed SEL is an approach to fostering youth’s social-emotional development practices that support all students; however, the District will need to be particularly inclusive and responsive to the needs of students who experienced COVID-19 related trauma.

- ❖ **Social-Emotional Learning.** The administration, faculty, and staff will be reminded of the developmental trajectory of student’s social-emotional learning. There will be needed ongoing professional development in order to naturally infuse and integrate social-emotional learning across the curriculum. The Mindfulness work that has already been completed, will need to be revisited and reinforced being ‘mindful’ of the impact of COVID-19.
  
- ❖ **School Climate & Culture.** School climate refers to the school’s effects on students, including teaching practices, diversity, and the relationships among administrators, teachers, parents, and students. School culture refers to the way teachers and other staff members work together and set the belief, values, and assumptions they share. The High-School student leaders and an identified School Climate & Culture Committee will gather and collect data through a School Climate & Culture Survey specific to the Audubon Public School District. Priority items for this newly developed team will include:
  - Assessing the school climate to identify strengths and weaknesses,
  - Prioritizing the health and emotional well-being of faculty, staff, and students,
  - Selecting and prioritizing evidenced-based strategies to focus our work,
    - Identify NJSLs to guide our work to build relationships, set social norms, and identify behavioral expectations,
    - Integrate the identified foci into the curriculum (in-person and remote), and
    - Provide professional development in these identified areas.
  - Providing school leaders, counselors, and teachers with the resources to address SEL and trauma,
  - Providing sub-groups with opportunities to connect with and learn, grow, and support one another,
  - Connecting with students and their families to provide the needed resources and supports, and
  - Continuous monitoring of faculty, staff, and student behaviors and needs.



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- ❖ **Relationships and the Community.** The District leaders and faculty will need to continue to support and foster the strong and supportive relationships between the district and our stakeholders. Communications will be at the heart of this initiative. The District will foster an expanding community approach looking at individual classrooms, grade levels, content areas and departments, schools, buildings, the District, and the town(s). Opportunities for connection and reflection among students, faculty and staff, and families will be facilitated. The District will need to make time for these conversations so we can learn, grow, and adapt. The District leadership and counseling offices will continue to provide in-house support, partner with outside entities and agencies, and post on-line resources on the District website.
  
- ❖ **School Counseling Services.** School counselors are vital members of the education team and maximize student success. School counselors help to assure all students apply academic achievement strategies, manage emotions and apply interpersonal skills, and plan for postsecondary options (higher education, military, work force). They apply and offer a myriad of supports which include; 1) individual student academic planning and goal setting; 2) school counseling classroom lessons based on the NJSLs; 3) short-term counseling; 4) referrals for long-term supports; 5) collaboration with families, teachers, administrators, and community members for student success; 6) advocacy for students at Individual Education Plan, 504, and/or Intervention and Referral Services, and other student-focused meetings; and 7) data analysis to identify student issues, needs, and challenges.

The Elementary counselors will be using the [Zones of Regulation](#) program during RtI periods to instruct and support students. The Junior-Senior High School will be emphasizing the need for teachers to get to know their students before instruction starts ([#connections4curriculum](#)). The counselors have provided the teachers with a list of [activities](#) and [resources](#) to assist the teachers. Small group counseling support will be in place for the first 6 weeks of school. Increased supports will be put in place for struggling students (bi-weekly including a mix of in-person and remote sessions). Faculty and staff that identify a student that is struggling are to reach out to their building principal(s) and the student's assigned counselor. Students will be pulled from instruction minimally (only under crisis situations). Additional training for faculty, staff, students, and parents will include the potential increase in bullying behavior, bias, prejudice, and stigma as they relate to COVID-19. The counseling supports will be and are being taxed even further during the COVID-19 pandemic.



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Additional Social Emotional Supports for Counselors & Teachers:

- [Large group ice breaker activities](#)
- Teacher Vision - [How to Get to Know Your Students](#)
- ASCD - [Two by Ten Method](#)
- [100 Team Building Activities](#)
- [100 Funny Ice Breaker Activities](#)
- [We Are Teachers Blog](#)
- [Significant#72 Resources](#)
- [Edutopia Blog](#)

❖ **Child Study Team.** The Child Study Team (CST) is a multidisciplinary group of professionals employed by the Board of Education to provide a wide range of educational supports and special education programs to address the needs of students with disabilities. Services span preschool through grade 12 and include consultation, evaluation, and intervention services. The CST consists of a School Psychologist, a Learning Disabilities Teacher Consultant (LDTC), School Social Worker and a Speech-Language Therapist as well as Occupational and Physical Therapists. Additional information in regards to the roles and responsibilities of the CST is included in the Continuity of Learning section of the Plan. The Child Study Team provides support and guidance for faculty, staff, students, and parents/guardians and it is appropriate to include in this section to address the needs of the special education student population as well as necessary social-emotional, psychological, and learning supports related to COVID-19 and the Plan.

❖ **Intervention & Referral Services.** Intervention & Referral Services (I&RS) is an interdisciplinary team of professionals within the school environment who come together throughout the school year to formulate coordinated services and team delivery systems 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. According to N.J.A.C 6A:16-8.1.,8.2 the goal of the committee is to see measurable student improvement in the identified targeted areas. 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.

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. The I & RS committee provides guidance for faculty, staff,



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students and parents/guardians and is appropriate to include in this section as it relates to social-emotional and learning support as they relate to COVID-19 and the Plan.

- ❖ **Additional Areas Under SEL.** Individual student support will be put in place so that staff-student relationships are made for each of our students. Training topics may include and are not limited to impacts on bias, prejudice & stigma, bullying behavior, cyber bullying and [Common Sense Media](#), fear & anxiety, grief, loss, & trauma, mental health & supportive behaviors, and preparedness, hope, & resilience. The District is committed to educating, promoting, and supporting a culture of care for faculty, staff, students, and parents/guardians. Mental, emotional, and physical health will be reinforced through positive promotion and prevention strategies.

## HEALTH & SAFETY

The Health and Safety section of the NJDOE Guidance provides for "additional considerations" to assist school officials in considering ways to adhere to the anticipated minimum standards. These provisions are also consistent with the Board's general obligation to ensure the health and safety of its students and staff pursuant to N.J.S.A. 18A:40-6 and N.J.A.C. 6A:16-2.1. District officials will abide by the advice of local health officials to determine the safest course of action based on local circumstances, which will change as the public health landscape evolves. The health and safety of students and staff is the number one priority and has guided all decisions of the Audubon Public School District's Reopening Plan.

The Audubon Public School District (District) has the obligation to ensure the health and safety of faculty, staff, students, and the greater community. The District will at all stages and phases of the pandemic response and recover, comply with the Center for Disease Control and Prevention (CDC), State, New Jersey Department of Education (NJDOE), and Camden County Department of Health (CCDOH) guidelines. The superintendent will respond to any outreach from the Camden County Health Department in order to address positive cases of COVID-19. The APSD Reopening Plan Committee (ROPC) are all members of the Pandemic Response Team (PRT). Parents will be added to his committee in a formal capacity; initial parent input has been committee-based and through small group meetings.

Formally, the ROPC/PRT committee will oversee each school's implementation of the District's reopening plan, provide staff with the needed support and training, adjust or amend school health protocols, review the school level data regarding the presence of COVID-19, assist in providing a positive school climate and culture as necessitated by the pandemic, assist with building-based



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and district communications, and create pathways for stakeholder input. The ROPC/PRT committee will review and consider the expectations within [The Road Back: Restart and Recovery Plan for Education](#) as published by the New Jersey Department of Education with an Audubon focus.

In all stages and phases of pandemic response and recovery, the Centers for Disease Control and Prevention (CDC) recommends that Districts address the following areas; Face Coverings; Hygienic Practices; Social Distancing; and Ventilation:

### **Face Coverings**

COVID-19 [spreads](#) mainly from person to person through respiratory droplets produced when an infected person coughs, sneezes, talks, or raises their voice (e.g., while shouting, chanting, or singing). These droplets can land in the mouths or noses of people who are nearby or possibly be inhaled into the lungs. [Recent studies](#) show that a significant portion of individuals with COVID-19 lack symptoms (are “asymptomatic”) and that even those who eventually develop symptoms (are “pre-symptomatic”) can transmit the virus to others before showing symptoms.

To reduce the spread of COVID-19, the CDC recommends that people wear masks in public settings when around people outside of their household, especially when other [social distancing](#) measures are difficult to maintain.

### **General Audubon Public School District Face Mask Guidelines:**

- Employees/Students must wear clean and well-maintained masks appropriate for a work/school environment that meets one of the approved face masks types identified below.
- Employees/Students are not to share face masks.
- Employees/Students should carry at least two masks with them daily to ensure that they have a replacement if one becomes unusable while in a district space; replacement disposable masks are available in all classrooms.
- Employees/Students need to remember not to unnecessarily touch their face mask, face, and other surfaces throughout the day.
- **Employees/Students must wear a face mask at all times in hallways, classrooms, public spaces, and other common areas (includes bathrooms).**





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**Activities Which Permit Face Mask Removal:**

- Employees that work in their own enclosed space (e.g. classroom, cubicle that extends above the head of the employee(s), office) or open space (e.g. building and grounds) are permitted to remove their mask if they are seated 6 feet or more away from others. The employee must wear a mask if anyone comes into the space.
- Students may remove their masks when seated at desks or assigned to work spaces in which peers are 6 feet or more away and teacher permission is granted.
- Employees/Students may remove their mask while eating or drinking *IF* they are situated six feet or more away from others. Once done eating, the student must follow proper hygiene and sanitizing protocols.
- Students will be instructed as to when they may take a “mask break” while following social-distancing protocols. Mask breaks will not extend beyond 15 minutes.
- When masks are temporarily removed they should *NOT* be placed on tabletops or other surfaces. The CDC suggests placing the mask on your lap or dropping it below the chin (not when eating).

Please refer to the following reference guides for additional information in regards to employee/student Personal Protective Equipment (PPE) guidelines for approved face coverings, distribution of PPE (PPE will be available for visitors), and accommodations due to medical conditions:

- ❖ [PPE for Faculty & Staff](#)
- ❖ [PPE for Students](#)
- ❖ [Request for PPE Accommodations](#)
- ❖ [Parent/Staff Notice of PPE Accommodations](#)

**Hygienic Practices**

The District will teach, expect, and reinforce hygiene etiquette and practice as defined by the CDC. Hygiene is typically thought of in terms of proper handwashing, body washing, and facial cleanliness. Although these practices are essential to overall cleanliness and interrupting the spread of disease, another component of good hygiene consists of practicing good hygiene etiquette. The District will train faculty, staff, and students at the beginning of the school year and reinforce throughout the school year. Training will consist of formal lessons, posters and signage, and the sharing of CDC videos; these items will be shared with parents and caregivers..





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❖ **Coughing and Sneezing Hygiene.** Covering coughs and sneezes and keeping hands clean can help prevent the spread of serious respiratory illnesses like influenza, respiratory syncytial virus (RSV), whooping cough, and COVID-19. Germs can be easily spread by:

- Coughing, sneezing, or talking
- Touching your face with unwashed hands after touching contaminated surfaces or objects
- Touching surfaces or objects that may be frequently touched by other people

To help stop the spread of germs:

- Cover your mouth and nose with a tissue when you cough or sneeze
- Throw used tissues in the trash
- If you don't have a tissue, cough or sneeze into your elbow, not your hands

Remember to immediately [wash your hands](#) after blowing your nose, coughing or sneezing. Washing your hands is one of the most effective ways to prevent yourself and your loved ones from getting sick, especially at [key times](#) when you are likely to get and spread germs.

- Wash your hands with soap and water for at least 20 seconds
- If soap and water are not readily available, [use an alcohol-based hand sanitizer](#) that contains at least 60% alcohol to clean hands

To help prevent the spread of respiratory disease, you can also avoid close contact with people who are sick. If you are ill, you should try to distance yourself from others so you do not spread your germs. Distancing includes staying home from work or school when possible.

❖ **Handwashing Hygiene.** The District expects faculty, staff, and students to wash their hands and/or use hand sanitizer at regular intervals. Faculty, staff, and students are required to wash their hands before eating, after using the restroom, and after blowing their nose, coughing, and sneezing. Faculty, staff, and students should either wash their hands or use hand sanitizer when transitioning to and from different rooms. Washing hands can keep you healthy and prevent the spread of respiratory and diarrheal infections from one person to the next. Germs can spread from other people or surfaces when you:

- Touch your eyes, nose, and mouth with unwashed hands
- Prepare or eat food and drinks with unwashed hands
- Touch a contaminated surface or objects



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- Blow your nose, cough, or sneeze into hands and then touch other people’s hands or common objects

Key Times to Wash Hands. You can help yourself and your loved ones stay healthy by washing your hands often, especially during these key times when you are likely to get and spread germs:

- Before, during, and after preparing food
- Before eating food
- Before and after caring for someone at home who is sick with vomiting or diarrhea
- Before and after treating a cut or wound
- After using the toilet
- After [changing diapers or cleaning up a child who has used the toilet](#)
- After blowing your nose, coughing, or sneezing
- After touching an animal, animal feed, or animal waste
- After handling pet food or pet treats
- After touching garbage

Follow Five Steps to Wash Your Hands the Right Way. Washing your hands is easy, and it’s one of the most effective ways to prevent the spread of germs. Clean hands can stop germs from spreading from one person to another and throughout an entire community—from your home and workplace to childcare facilities and hospitals.

1. Wet your hands with clean, running water (warm or cold), turn off the tap, and apply soap.
2. Lather your hands by rubbing them together with the soap. Lather the backs of your hands, between your fingers, and under your nails.
3. Scrub your hands for at least 20 seconds. Need a timer? Hum the “Happy Birthday” song from beginning to end twice.
4. Rinse your hands well under clean, running water.
5. Dry your hands using a clean towel or air dry them.

- ❖ **Hand Sanitizer.** The District expects faculty, staff, and students to wash their hands and/or use hand sanitizer at regular intervals. Hand sanitizer is to be used upon entering and exit of any district facility, main entrance, office area, classroom, etc. Faculty, staff, and students are required to wash their hands before eating, after using the restroom, and after bellowing their nose, coughing, and sneezing. Faculty, staff, and students should either wash their hands or use hand sanitizer when transitioning to and from different rooms. Washing hands with soap and water is the best way to get rid of germs in most



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situations. If soap and water are not readily available, you can use an alcohol-based [hand sanitizer](#) that contains at least 60% alcohol. The District will have hand sanitizer available in all classrooms, formal entrances/exits, offices, and large group rooms. Students five (5) and younger will be closely monitored and supervised when using hand sanitizer. School nurses are to contact maintenance for [hand sanitizer that is designed for students with skin allergies](#).

Sanitizers can quickly reduce the number of germs on hands in many situations. However, sanitizers do not get rid of all types of germs, hand sanitizers may not be as effective when hands are visibly dirty or greasy, and hand sanitizers might not remove harmful chemicals from hands like pesticides and heavy metals.

How to Use Hand Sanitizer:

- Apply the gel product to the palm of one hand (read the label to learn the correct amount).
- Rub your hands together.
- Rub the gel over all the surfaces of your hands and fingers until your hands are dry. This should take around 20 seconds.

**Social Distancing**

The District will teach, expect, and reinforce social distancing protocols. The CDC defines social distancing, also called “physical distancing” as a means to keep a safe space between yourself and other people who are not from your household. In order to practice social distancing, it is expected that all employees, students, and visitors on school property, stay at least 6 feet (about 2 arms’ length) from other people who are not from their household. Social distancing is expected in both indoor and outdoor spaces. Signage will be posted throughout the schools and facilities.

- [Keep Your Distance](#) - All Main & Stairwell Entrance and Crossing Hallway (18” radius)
- [No Mask No Entry](#) - Each Exterior Access Point (8” x 11”)
- [Overall COVID-19 Reminder](#) - Main Areas (16” x 32” and A-Frame)
- [Social Distancing Zone](#) - Each Office Area and Bathroom Entrance (8” x 11”)
- [Temperature Check Station](#) - Each Exterior Entrance with Temperature Check (8” x 11”)

Social distancing helps to limit the spread of COVID-19. It keeps infected people away from others when they happen to cough, sneeze, and/or talk. In these scenarios, droplets from the infected person’s mouth or nose are launched into the air and land in the mouths or noses of people nearby. The droplets can also be inhaled into the lungs. Recent studies indicate that people who are infected but do not have symptoms likely also play a role in the spread of COVID-19. Since people can spread the virus before they know they are sick, it is important to



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stay at least 6 feet away from others when possible, even if you—or they—do not have any symptoms. Social distancing is especially important for [people who are at higher risk](#) for severe illness from COVID-19.

The Center for Disease Control and Prevention have six (6) [Tips for Social Distancing](#) which include; 1) Know Before You Go; 2) Prepare for Transportation; 3) Limit Contact When Running Errands; 4) Choose Safe Social Activities; 5) Keep Distance at Events and Gatherings; and 6) Stay Distanced While Being Active. Be safe. Keep a safe social distance.

General social distancing guidelines and expectations for the Audubon Public School District include the limiting of school attendance by 50% capacity when possible, the use of visual cues and signage, limiting elevator occupancy (2-4 maximum occupants), limiting in-person meetings, closing employee break and lunch rooms for gatherings, using larger instructional spaces for classes greater than 25 (students and staff included in count), and not permitting visitors (including parents) into district buildings at any time or on school grounds when in-person instruction is occurring unless deemed as an essential visitor by administration. Additional social distancing protocols are defined:

- ❖ **Cohort Model: Elementary School.** The District is implementing a hybrid (cohort) model for in-person instruction. An Audubon Elementary Cohort is defined as the same group of students who stay in the classroom throughout the day. The elementary cohort stays with the same classroom(s) teacher throughout the school day. Specials and support staff come to the classroom for instructional supports. The elementary cohort does not mix with other students to the extent possible.
  
- ❖ **Cohort Model: Junior-Senior High.** The District is implementing a hybrid (cohort) model for in-person instruction. An Audubon Junior-Senior High School Cohort is defined as the same group of students who attend in-person instruction in either the Green (Monday & Tuesday) and Gold (Thursday & Friday) Cohorts. Junior-Senior High Cohorts move about the building for instructional supports; they do not stay in the same classroom for instructional supports. The Green and Gold Cohort do not with one another to the extent possible.
  
- ❖ **Entrances/Exits.** Entrances and exits are clearly marked and remind faculty, staff, students, and visitors of the CDC requirements for general hygiene, face coverings, and social distancing. All faculty, staff, and students will be screened prior to entry; screening includes a temperature check (See Screening Protocols for additional information). Hand sanitizers and additional PPE (face mask and gloves) are available if needed at each



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receptionists’ office. All school offices, classrooms, and large group spaces have additional supplies as well. Face shields, N95 masks, and gowns are available when required.

- ❖ **Flow.** Students will follow visual cues including signage, floor and wall decals, and collared tape indicating social distancing protocols directing traffic flow through common areas, entry and exit points, hallways, stairwells, and vestibules. Elevators and restrooms will be clearly marked with occupancy capacities and guidelines. By staggering entry and exit times as well as alternating bell schedules (buildings A-B-C, grade levels, hall ways, odds and evens, etc.) the number of students traversing the hallways at any given time will be limited. These protocols will need to be revisited often until the best possible plan can be determined.
  
- ❖ **Instructional Spaces.** The District will allow for social distancing within the classroom to the maximum extent practicable. This will be achieved by ensuring students are seated at least six feet apart. When desks cannot be removed, students seating assignments will be staggered and alternate by cohort. If the District is not able to maintain this physical distance, additional modifications will be considered including using physical barriers between desks, turning desks to face the same direction (rather than facing each other), and/or having students sit on only one side of the table, spaced apart.

In a classroom setting where social distancing can take place (e.g. desks are 6 feet apart or physical barriers are in place), face coverings can be removed while students are seated at desks when instructed by the teacher. Face masks can be removed when eating and during mask breaks (15 minutes or less) as described in the Personal Protective Equipment for [Faculty & Staff](#) and [Students](#) guidance documents. Face coverings are to be worn when moving about the classroom.

The District is removing soft items (rugs, curtains, other fabric materials) due to disinfecting challenges. Alternate seating that was acquired by staff members that is fabric-based must be taken home or discarded. Staff are being encouraged to minimize clutter in the classroom. Individual students items are not to be shared and stored in student specific locations (e.g. labeled bins and cubbies, lockers). Student items such as backpacks, coats, jackets, and other resources are to be taken home daily. Desktops are to be kept uncluttered. Items that need to be sprayed electrostatically such as face shields may be left on the student’s desk overnight.



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- ❖ **Noninstructional Spaces.** All instructional and non-instructional rooms in schools and district facilities will comply with social distancing standards to the maximum extent practical. Clear physical barriers will be put in place in reception areas, school offices, and where 6 feet distancing is not possible (library media centers distribution desk). Maximum occupancy for open office spaces will be five (5) people per 1,000 square feet.
- ❖ **Shared Resources.** The use of shared resources including but not limited to athletic equipment, computers, keyboards, manipulatives (early childhood, math, etc.), turnstiles (digital sign-in) will be limited when possible. The school will purchase individual sets when possible and/or encourage student purchased items. Shared objects that are difficult to be cleaned or disinfected are discouraged. Protocols for library books will need to be explored further, e.g. mist, let sit for 14 days, etc. Individual student belongings are to be kept separated from others using individually labeled containers, cubbies, bags, and/or areas. When resources are shared, cleaning protocols will be put in place.
- ❖ **Restrooms.** The number of people permitted in a restroom will be determined by the size of space and layout of toilet partitions to ensure at least 6 feet of distance between individuals. Restrooms will have exterior signage indicating maximum occupancy. Restroom toilet partitions provide appropriate separation of individuals. In cases where partitions are not currently in space and do not extend above the individual’s head, signage will indicate the use of every other toilet stall and/or urinal. In locations where the amenities are not 6 feet or more apart, one or more of the toilets or urinals will be sectioned off. The same procedure will be followed for restroom sinks. Pre Kindergarten, kindergarten, and teachers of students with toileting needs will be provided with disposable gowns and booties upon request. Restrooms are slated to be cleaned daily and misted with the electrostatic sprayer every 1.0 to 1.5 hours when students are present. Adult restrooms will be equipped with an alcohol-based aerosol cleaner for staff so that staff may spray after and prior to use.
- ❖ **Physical Barriers.** Physical barriers are located in all high traffic areas including but not limited to main offices, administrative assistants, counseling offices, and library media centers. Faculty and staff also have access to face shields and non-latex gloves.
- ❖ **Main Offices.** The school and District offices are high traffic areas. Additional barriers have been installed in all offices. Faculty and staff are to refrain from unnecessary visits to the office suites. Prior to entering an office area, faculty and staff are to refer to the posted maximum occupancy signs and follow building-based protocols, e.g. knock and request permission for entry. Students waiting for pickup will first report to the main



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office. Additional seating will be included outside of and/or at various locations for students that are sent to the office, e.g. discipline, parent pick up, etc. Alternate mail delivery and pickup options are being considered, e.g. general aides, maintenance staff, and/or student runners. Prior to entering

- ❖ **Nursing Suites.** The nursing suite will be used primarily for the daily nursing needs of faculty, staff, and students. The suite will have limited access for confirmed or potential COVID-19 positive cases, i.e. the nursing suite will not be used for temperature checks and/or quarantine. Nursing suites may have plastic barriers if required for initial entry and additional social distancing, e.g. Mansion. Nurses will have access to additional PPE as described in the health and safety section of the plan, e.g. N95 Masks, Face Shields, Disposable Gowns. Patients will be socially distanced following CDC and DOH guidelines, e.g. 6 feet or more away and/or with the appropriate PPE. Additional oral and temporal thermometers have been purchased as well.
- ❖ **Counseling Suites.** Guidance suites may have a plastic barrier if required. Counselors will have personal and student face shields as needed. The counselors may request additional PPE including but not limited to N95 masks, face shields, disposable gowns, etc. Counselors and students will be socially distanced following CDC and DOH guidelines, e.g. 6 feet or more away and/or with the appropriate PPE.
- ❖ **Quarantine Areas.** The identified quarantine sites across the district do NOT include the nursing suites. Quarantine sites are large spaces (e.g. gymnasiums and library media centers) that allow the District to socially distance potentially positive COVID-19 students from the general population as well as each other. Increased distancing and physical barriers permit the District to assure safe spacing as well as a modicum of privacy and confidentiality. Quarantined students will be required to follow the PPE protocols while waiting for an additional temperature scan and/or pickup. The selected sites also permit for easy departure and decreased contact from parents; it is highly possible that a child’s parent/guardian may be infected if the student is found positive.

**Screening Protocols and Procedures:**

In all stages and phases of pandemic response and recovery, the Centers for Disease Control and Prevention (CDC) recommends that Districts address the following areas; Screening Procedures for Staff; Screening Procedures for Students; Protocols for Symptomatic Staff; Protocols for Symptomatic Students; and Contact Tracing Protocols. The Audubon Public School District will safely and respectfully screen faculty, staff, and students for symptoms of, history of, and exposure to COVID-19 following [BOE Policy 1648](#). Possible incidents of exposure and/or



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spread of COVID-19 will be shared with local health officials and upon their confirmation and direction, this information will be shared with faculty, staff, and families per the guidance of the CDC and NJDOE while maintaining confidentiality. The School Nurses in coordination with the Superintendent and the School Business Administrator, will maintain an on-going ledger of positive faculty, staff, and students that have been screened and found exposed to COVID-19 in some way. At no time will formal medical documents be stored in this ledger (i.e. no temperatures will be recorded).

❖ **Screening Procedures for Staff and Students - Waiver:**

All faculty and staff will be required to sign a waiver that reviews the symptoms (fever  $\geq 100.4^{\circ}$  F, cough, shortness of breath or difficulty breathing, chills, repeated shaking with chills, muscle pain, headache, sore throat, new loss of taste or smell, fatigue, congestion or runny nose, nausea or vomiting, and/or diarrhea) and exposures risks (proximity, travel) associated with COVID-19. The initial waiver will include a COVID-19 history of exposure.

By signing the waiver, faculty, staff, and students (parents/guardians) verifying that they are symptom-free, have not had exposure to someone with COVID-19, and/or have not traveled out of state; travel is specifically in reference to States and Countries on the New Jersey travel quarantine list. Staff that knowingly travel to a location on the quarantine list, will not be eligible for EPSLA leave compensation.

If any of the statements on the Daily Pre-Screening Waiver are true, the employee/student must remain home, share their symptoms with the school nurse, and contact their healthcare provider.

New staff members and students will be required to sign the waiver before entry to school facilities. Reminders will be sent monthly to faculty and staff about the requirements under the waiver as well as general signs of illness. If guidance changes a new waiver may be required.

❖ **Screening Procedures for Faculty & Staff - Daily Temperature Check:**

Faculty and staff will be required to submit to a daily temperature check upon arrival to work. Physical distancing will be maintained at the screening sites. All faculty, staff, and screeners are required to wear facemasks when cued. Staff are to follow the guidance of signage and physical guides (e.g. social distancing postings) when waiting in line. Upon arrival, all faculty and staff will undergo a visual check of COVID-19 symptoms. Results will be documented when signs and symptoms of COVID-19 are observed; formal



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temperatures will not be recorded per guidance of the CCHD. Health checks will be conducted safely and respectfully and in accordance with applicable laws and regulations and as per guidance of the Camden County Health Department. Faculty and staff members formally identified as “high risk” may have alternate sign-in/screening location and/or procedures. Arrival times have been staggered and additional points of access have been implemented.

Haviland Avenue Elementary School Locations & Times

- Main Entrance - 7:35 Am upto 8:05 AM

Mansion Avenue Elementary School Locations & Times

- Main Entrance - 8:00 AM upto 8:30 AM

Audubon Junior-Senior High School Locations & Times

- Main Entrance/Breezeway -7:20 AM upto 8:05 AM
- Earlier arrivers must notify the building principal(s); they may be able to enter through the rear maintenance office

If an employee arrives at a time outside of the official sign-in, they will undergo a temporal scan via the receptionist or office secretary. Temperatures will not be recorded; however, staff that record a temporal scan above 100.4°F will either be sent home or isolated. While isolated the employee will undergo a second temporal scan by the School Nurse or designee. If they fail this scan, they will be sent home and instructed to get tested as directed by the CCDOH ([Failed Temperature Check Letter - Employee](#)). The employee may return to work 72 hours after resolution of fever and improvement in other symptoms. The employee is to bring evidence of a negative COVID-19 test or medical note if testing is not performed. Upon a second scan below 100.4°F it will be up to the discretion of the school nurse, in consultation with an administrator, if the employee will be sent home.

❖ **Screening Protocols for Students - Daily Temperature Check:**

Students will be required to submit to a daily temperature upon arrival to work. Physical distancing will be maintained at the screening sites. All students and screeners are required to wear facemasks when cued. Students are to follow the guidance of signage and physical guides (e.g. social distancing postings) when waiting in line. Upon arrival, all students will undergo a visual check of COVID-19 symptoms. Results will be documented when signs and symptoms of COVID-19 are observed; formal temperatures will not be recorded per guidance of the CCHD. Health checks will be conducted safely



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and respectfully and in accordance with applicable laws and regulations and as per guidance of the Camden County Health Department. Students formally identified as “high risk” may have alternate sign-in/screening location and/or procedures. Arrival times have been staggered and additional points of access have been implemented.

Haviland Avenue Elementary School Locations & Times (7:55 to 8:05 AM)

- Side Door Near Playground – Prekindergarten
- Blacktop Door – Kindergarten
- Doors on the Right Before Main Entrance – 1<sup>st</sup>
- Main Entrance – 2<sup>nd</sup>
- Quarantine Room – TBD/Library Media Center

Mansion Avenue Elementary School Locations & Times (8:20 - 8:30 AM)

- Classroom Doors from Blacktop – 3<sup>rd</sup>
- Classroom Door from Blacktop and/or Right Door from Playground – 4<sup>th</sup>
- Left Door from Blacktop & Up Stairs – 5<sup>th</sup>
- Main Entrance – 6<sup>th</sup>
- Quarantine Room – All Purpose Room and/or Room 150

Audubon Junior-Senior High School Locations & Times (8:00 - 8:10 AM)

- Walnut Street - 7<sup>th</sup>
- Chestnut St - 8<sup>th</sup>
- Breezeway/Main Entrance - 9<sup>th</sup>
- Gym/Pine St: left side - 10<sup>th</sup>
- C Building side by Oak Ave - 12<sup>th</sup>
- Gym/Pine St: right side - 11<sup>th</sup>
- Quarantine Room - ShopRite Lab

If a student arrives at a time outside of the official sign-in, they will undergo a temporal scan via the receptionist or office secretary. Temperatures will not be recorded; however, students that record a temporal scan above 100.4°F will either be sent home or isolated. While isolated the student will undergo a second temporal scan by the School Nurse or designee. During this time additional contact tracing protocols will be followed, i.e. siblings will be checked to be sure they too are not exhibiting any COVID-19 related symptoms. If the original student fails the second scan, they will be sent home and instructed to get tested as directed by the CCDOH ([Failed Temperature Check Letter](#) -



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**Students**). The student may return to school 72 hours after resolution of fever and improvement in other symptoms. The student is to bring evidence of a negative COVID-19 test or medical note if testing is not performed. Upon a second scan below 100.4°F it will be up to the discretion of the school nurse, in consultation with an administrator, if the student will be sent home. Parents will be contacted upon isolation and will have the option to take their child home even if they have passed the third screening.

❖ **Student and Staff Dismissal:**

Dismissal times have been staggered and additional exit points have been implemented. Faculty and instructional staff are to exit the premises by 3:00 PM daily. Administration, administrative assistants, custodial, and maintenance staff have access to facilities after this time. Building access for athletics and extracurricular activities will be closely monitored and may have to cease at some point during the school year. Building access on Saturdays and Sundays will be limited to custodial, maintenance, and approved administrative staff until further notice.

❖ **Visitors:**

There will be no access to District buildings including elementary PTAs, and high school parent groups (e.g. Project Graduation) and boosters. Assemblies may be held in a digital format and/or with limited in-person attendance. School facilities are not accessible to the visitors or the public during in-person instruction days (e.g. courts, fields, and track). No outside organizations will be able to use buildings or facilities until at least February 1, 2021. The building principals will provide additional guidance to parents and guardians regarding contacting the school. Dropping off and picking up materials and their children. Meetings (e.g. IEPs, 504s, I&RS, Discipline, etc.) will be held virtually (e.g. Google Meet, Skype, Zoom) or through phone conferences when possible.

❖ **Screening Protocols for Contracted Services and Visitors:**

Contracted services and visitors will be required to complete a paper-copy ([Contracted Services and Visitor Waiver](#)). The waiver reviews the symptoms (fever  $\geq 100.4^{\circ}$  F, cough, shortness of breath or difficulty breathing, chills, repeated shaking with chills, muscle pain, headache, sore throat, new loss of taste or smell, fatigue, congestion or runny nose, nausea or vomiting, and/or diarrhea) and exposures risks (proximity, travel) associated with COVID-19. The paper-copy waiver will include a COVID-19 history of exposure. The service provider and/or visitor will have to affirm that they are symptom-free, have not had exposure to someone with COVID-19, and/or have not traveled out of state; travel is specifically in reference to States and Countries on the New Jersey travel



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quarantine list. A visual check of symptoms will occur and a temporal temperature check. The School Nurse, administrator, and/or administrator’s designee will review the completed waiver and determine the service provider’s or visitor’s ability to come on-site. If any of the statements on the Contracted Services and Visitor Waiver are true, the person will not be permitted on school grounds. They will be encouraged to contact their healthcare provider.

Health checks will be conducted safely and respectfully and in accordance with applicable laws and regulations and as per guidance of the Camden County Health Department.

❖ **Intermittent Illness:**

In addition, faculty, staff, and students must stay home if they feel sick or have any symptoms associated with COVID-19. And faculty, staff, or students who become sick at work/school will be sent home immediately.



**Protocols for Symptomatic Faculty, Staff, and Students:**

The Audubon Public School District will safely and respectfully isolate faculty, staff, and students with [symptoms related to COVID-19](#). Students in isolation will be continuously supervised and cared for until picked up by an authorized adult. The District will follow current Communicable Disease Service guidance for illness reporting. If the school district officials become aware that an individual who has spent time in a district facility tests positive for COVID-19, they will immediately notify local health officials, staff, and families of a confirmed case while maintaining confidentiality. The CDC refers to transmission in three stages; 1) no community transmission (preparedness phase); 2) minimal or moderate transmission, and 3) substantial transmission. Classroom, grade level, building, and district closures as a result of COVID-19 exposure will follow DOH guidance and be initiated after consulting with the Camden County DOH. Readmittance will follow the CDC [Discontinuation of Transmission-Based Precautions for Patients with COVID-19](#) documents and upon the guidance of Camden County Department of Health Officials.



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The following Confirmed Case (Red), First Degree of Separation (Orange), Second Degree of Separation (Yellow), and Third Degree of Separation (Green) response scenarios have been adapted into a word format from two separate flow charts; 1) [COVID Flow Chart with Degrees of Separation for Schools](#); and 2) [Response to COVID Cases Scenarios Actions Communications](#) provided by,

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**CONFIRMED CASE (Red):**

The following procedures will be followed when a faculty member, staff member, or a student has been found to have a confirmed case of COVID-19. The person will be excluded from work/school. The person must isolate for 14 days after symptom onset OR 7 days after resolution of symptoms, whichever is longer. Resolution of fever only commences after the use of fever-reducing medications. If the person is never symptomatic, they isolate for 14 days after the positive test. Faculty, staff, and students that are placed in quarantine and able to ‘work’ remotely are encouraged to do so with administrative approval. Medical clearance is also required for the return to school/work.

School-based close contacts identified with the aforementioned confirmed case must quarantine for 14 days as follows:

- In stable elementary classroom cohort the entire cohort must quarantine; holds true for all Haviland and Mansion homerooms,
- In less stable classrooms, courses, or school environments, a seating chart will be used to consider which students were in close proximity for an extended period of time. Student and possible staff exposure will be reviewed with the CCDOH officials as directed. In order to err on the side of caution, following Camden County Department of Health guidelines, all classes with potential student and/or staff exposure will quarantine minimally for 48-72 hours so that contact tracing can be completed and extended quarantines determined.
  - [Letter Informing Faculty, Staff, and Parents/Guardians of Possible Contact](#)
  - [Letter Informing Faculty, Staff, and Parents/Guardians of a Confirmed Case \(RED\)](#)



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**FIRST DEGREE OF SEPARATION (Orange):**

The following procedures will be followed when a faculty member, staff member, or a student has been in close contact with someone who is found to be COVID-19 positive; this includes household and non-household contact. Close contact is considered when the person is within 6 feet of a person who has a positive PCR test for greater than 10 minutes. Household contact includes individuals in the same residence with someone who has a lab-confirmed COVID-19 case. First degree of separation contact includes co-workers and students exposed to a confirmed case (Red) as described above. The person will be excluded from work/school and must quarantine for 14 days. During the quarantine the person should self-monitor for symptoms, e.g. check temperature twice daily and followup with a medical provider and/or the Department of Health. Faculty, staff, and students will be instructed to be tested. Even if the test(s) are negative, the employee or student must be quarantined for a full 14 days after the date of last exposure. Quarantine for individuals with household contact begins after the self-isolation of the positive household member (fever free for 24 hours and at least ten days after the onset of symptoms; minimally 24 days from onset of COVID-19 positive person). Faculty, staff, and students that are placed in quarantine and able to ‘work’ remotely are encouraged to do so with administrative approval. Medical clearance is also required for the return to school/work.

- Letter Informing Faculty, Staff, and Parents/Guardians of a 1<sup>st</sup> Degree Case (Orange)

**SECOND DEGREE OF SEPARATION (Yellow):**

The following procedures will be followed when a faculty member, staff member, or a student has been in close contact with a person who has contact with a person who has a confirmed case of COVID-19. Employees and/or students may be included in the second degree of exposure if the first degree of separation case (orange) is confirmed. The person must continue to follow social-distancing and Center for Disease Control & Prevention guidelines, e.g. personal hygiene, use of face covering, etc. The person is to self-monitor for symptoms and discuss any additional concerns with a medical provider. The person may continue with work and/or in-person instruction.

- Letter Informing Faculty, Staff, and Parents/Guardians of a 2<sup>nd</sup> Degree Case (Yellow)

**THIRD DEGREE (or more) OF SEPARATION (Green):**

The following procedures will be followed when a faculty member, staff member, or a student has not had any contact with anyone who has COVID-19 or the contacts of a positive COVID-19 person. The person must continue to follow social-distancing and Center for Disease Control & Prevention guidelines, e.g. personal hygiene, use of face covering, etc. The person may continue with work/school.



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### **Contact Tracing Protocols**

The superintendent will respond to outreach from the Camden County Health Department in order to address positive cases of COVID-19 that impact the school community that may have been reported to them to commence contact tracing and case investigations. Should the District report to the health officer about staff, students, or any person with a close relationship to the school that tested positive, that information will be verified by the health department before it commences contract tracing and case investigation.

All positive persons will undergo contact tracing and case investigations whether the information was first passed through the school or came automatically through the Health department communicable disease surveillance system. The Camden County Health Department will handle all contact tracing and have staff available to perform contact tracing and case investigation.

The Superintendent and any designee(s) will work closely with the Camden County Health Department to support efforts toward identifying employees and/or students necessary to facilitate contact tracing for confirmed COVID-19 cases that impact the Audubon school community. In order to support the efforts of the Camden County Health Department, the District will be sure to have accurate accounting methods for student cohorts, classroom student seating assignments, staffing classroom/teaching assignments, and faculty, staff and student daily attendance. Dr. Paschal Nwako and his team will be completing all ‘formal’ contact tracing with support from District officials.

The District will have the Superintendent, School Safety Specialist, and/or School Nurses participate in the John Hopkin University’s COVID-19 Contact Tracing course for 3.0 CEUs. Training information will be shared with the Restart & Recovery Plan and Pandemic Response Team committees. Information about COVID-19 exposure and contact tracing will be intermittently shared with the school community.

#### **Return to Campus After Testing Guidance (CCDOH):**

- Symptomatic individuals who have not had close contact with a confirmed case and that test negative for COVID-19 can return 24 hours after resolution of fever (if any) and improvement in symptoms.
  - ◆ Documentation of a negative test result should be provided to school administrators.
- In lieu of a negative test result, allow students and staff to return to work with a medical note by a physician that provides alternative explanation(s) for symptoms and reason(s) for not ordering COVID-19 testing.



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- Symptomatic individuals who test positive for COVID-19 can return 10 days after symptom onset and have been fever free for 24 hours without fever reducing medicine and improvement in other symptoms.
- Asymptomatic individuals who test positive for COVID-19 can return 10 days after their positive test result.
- If they test positive, close contacts to confirmed COVID-19 cases can return after completing the required isolation period described above.
- If they test negative, close contacts to confirmed COVID-19 cases can return a full 14 days after (1) date of last exposure to COVID-19 positive non-household contact or (2) date that COVID-19 positive household member completes their isolation

**Cleaning Practices after Exposure and/or Expected Exposure.** In addition to the District cleaning practices and protocols, areas that may have or have had positive COVID-19 contact, will be thoroughly cleaned. The rooms with identified positive COVID-19 exposure will be closed for 24 hours prior to cleaning following CDC guidelines. Deep cleaning will include increased use of disinfectants and thorough electrostatic spraying of all areas within the impacted areas. Maintenance and custodial staff will follow proper preparation protocols which include the use of additional personal protective equipment (e.g. N95 masks, face shields, gowns, booties, and gloves).

**Cleaning Practices & Protocols**

In order to return to in-person instruction, healthy school environments will be a priority for the District. Prior to the pandemic, the Building & Grounds department had comprehensive cleaning procedures. These protocols have been expanded and include an increase in frequency of cleaning and disinfecting. Daily and nightly inspections sheets will be incorporated into our current plans. The District will be implementing the guidelines for daily, weekly, bi-weekly, and monthly deep cleanings, disinfecting, and improved ventilation as recommended by the [Centers for Disease Control and Prevention](#) and the Camden County Department of Health. The following protocols and procedures will be updated and refined upon further guidance from the CDC and/or CCDOH.

Maintenance and custodial staff are fully informed regarding expectations for the use of [cleaning agents and disinfectants](#). As is practice, the District increases the use of disinfectants during the months of January, February, and March (Cold and Flu season) and when student and/or staff absentee rates increase. An electrostatic disinfectant sprayer is used in “trigger” areas. The COVID-19 protocols include additional measures. Questions regarding building cleanliness are to be directed to the building maintenance staff AND the building principal(s).



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❖ **Frequent Cleanings.** Daily and throughout the day (every 1.0 to 1.5 hours) cleanings of high-contact areas during in-person instruction include:

- Door handles and push plates;
- Handrails;
- Kitchens and bathrooms (nursing bathrooms will be inclined more frequently);
- Light switches;
- Buttons on vending machines and elevators;
- Shared telephones (staff responsibility);
- Shared desktops (student/staff responsibility);
- Shared computer keyboards and mice (student/staff responsibility);
- Drinking fountains (See Below);
- Main Vestibule(s);
- Mail and copy room(s); and
- Quarantine areas.

Bathrooms will be sanitized as much as possible using protocols outlined by the Environmental Protection Agency (EPA) and the CDC. Every hour to an hour-and-a-half, the custodians will spot clean and hydrostatically spray each restroom. Junior-Senior High School students will be assigned individual lockers; locker dials will be cleaned frequently.

❖ **Daily Cleanings.** Additional daily/nightly cleanings include:

- Classroom desks and chairs (staff/students may elect to complete more frequently);
- Instructional spaces (full electrostatic spraying daily);
- Lunchroom tables and chairs (not currently being used);
- Athletic equipment and sports areas, daily before and after use (See Athletics); and
- School bus seats and windows (See Transportation).

❖ **Signage.** Placards and mini-posters have been placed in the following locations throughout the district:

- [Stop the Spread of Germs](#) - All bathrooms large (8” x 11”) on exiting door and small (4” X 5½”) all mirrors,
- [Wash Your Hands](#) - All student bathroom mirrors PreK-6 (4” X 5½”),
- Handwashing Superhero - All [boy](#) and [girl](#) student bathroom mirrors (4” X 5½”),
- [Stop the Germs: Wash Your Hands](#) - All Junior-Senior High student bathrooms (8” X 11”),



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- [Lead by Example](#) - All faculty & staff bathrooms (4” X 5½”), and
- [Don’t Spread Germs at Work](#) - All faculty lounges exiting doors (8” X 11”)
  
- ❖ **Additional Staffing.** The District is supporting our cleaning efforts by utilizing FEMA monies to employ additional part-time per-diem day- and night-time custodial staff; Two (2) (AM & PM) Audubon Junior-Senior High School, One (1) (AM & PM) Mansion Avenue Elementary School, and One (1) Haviland Avenue Elementary School.
  
- ❖ **General Classroom and Room Supplies.** Each classroom and District office will have Re-Juv-Nal sanitizing wipes, liquid hand sanitizing gel, a spray bottle with Re-Juv-Nal, and a microfiber towel (towels will be replaced daily). Gloves and disposable face masks will be available as needed.
  
- ❖ **Technology Devices.** Electronics, such as tablets, touch screens, keyboards, remote controls, and trusties (sign-in scanners) will be maintained following the manufacturer’s instructions for cleaning and disinfecting. Alcohol-based wipes and/or sprays containing at least 70% alcohol will be used when and if appropriate. Surfaces will be dried thoroughly in order to maintain functionality.
  
- ❖ **Ventilation.** All indoor facilities have adequate ventilation, including operational heating and ventilation systems where appropriate. The maintenance staff activated all units across the district starting the second week of August. Problem areas have been identified and will be rectified prior to the return of faculty and staff. Recirculated air has a fresh air component, windows will be opened, if practical, if air conditioning is not provided. The District has purchased improved MERV-13 filter(s) for A/C units and are being maintained and changed according to manufacturer recommendations. The District has purchased additional filtration systems for spaces without windows and nursing suites. Classroom doors and windows may remain open as directed. Increased safety and security measures will be put in place when hallways are required to be open for increased airflow. Exterior doors will not be opened or propped if doing so poses a safety risk (e.g. asthma trigger, falling, intruder access). It is important that all classroom doors remain locked as per the directives included in the District School Safety Plan. At no time should an exterior door be left ajar.
  
- ❖ **Water Systems.** To minimize the risk of disease associated with water fountains, all non bottle stations will be turned off. The District has invested in bottle stations for all schools (AHS - 9: MAS - 5: HAS - 4); it is important to note the local PTA’s have assisted with these purchases. Water bottle station bubblers will be turned off; bottle



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filling will be the only option. The bottle filling stations will be cleaned and disinfected every hour to hour-and-a-half during in-person instruction. Each building will share their protocols in order to maximize student access while limiting student Cleaning will include a formal whip down with Re-Juv-Nal and electrostatic spraying. All faculty, staff, and students may bring their own bottles. Junior-Senior High School students must use a clear bottle. The District is looking into replacing all touch faucets and toilet/urinal flushers with touchless devices. (Touchless paper towel dispensers are being explored as well).

**STUDENT LEARNING**

After reviewing [New Jersey Department of Education](#) (NJDOE), [Center for Disease Control & Prevention](#) (CDC), and Camden County Department of Health (DOH) guidance and guidelines, the Audubon Public School District Reopening Plan opens the year with a **Full Remote Model (September 1, 2020 through November 5, 2020)** and transitions to a **Hybrid Learning Model (November 9, 2020 through TBD)**. Developmentally, children benefit from being around grade and age-appropriate peers. Students will be assigned to either the Green or Gold Cohorts. The Green Cohort will attend in-person instruction on Monday and Tuesday and the Gold Cohort will attend in-person instruction on Thursday and Friday. On Wednesdays and non-in-person days, students will participate in off-site at-home remote learning. The structure of a traditional (or modified) school day benefits our students’ learning and social-emotional needs. In addition these structures benefit the schedules and lives of our families. Society functions with the expectation that schools are in session five (5) days a week from September through June.

Families may opt for full remote instruction on a trimester basis at Haviland (HAS) & Mansion (MAS) and on a quarterly basis at Junior-Senior High (AHS); full-remote students will be assigned to the Purple Cohort. The Blue Cohort will consist of students with special needs and may include students with Individualized Education Plans (IEP) and/or our English Language Learners. Not all students with IEPs will be assigned to the Blue Cohort. Preschool will only be available for identified preschool disabled students for the 2020-2021 school year; no tuition-based general education students will be registered for Preschool at this time.

	Monday/Tuesday	Wednesday	Thursday/Friday
<b>Green Cohort</b>	<b>In-Person</b>	<b>All Remote Instruction</b> 	<b>Remote Learning</b>
<b>Gold Cohort</b>	<b>Remote Learning</b>		<b>In-Person</b>
<b>Blue Cohort</b>	<b>In-Person</b>		<b>In-Person</b>
<b>Purple Cohort</b>	<b>Remote Learning</b>		<b>Remote Learning</b>



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### **Curriculum, Instruction, and Assessments**

The District will continue to focus on building staff capacity in order to deliver highly effective instruction while the hybrid model is in place in the areas of curriculum, instruction, and assessment. The pandemic has impacted our students’ learning and the flow of support both in and out of school; the parent’s/guardian’s role in support has increased. The learning gaps will need to be formally assessed and addressed in order to assure students meet or exceed the New Jersey Student Learning Standards. In addition, the District will need to support parents/guardians while these non-traditional delivery models are in place. The District plans are malleable and will need to continue to adapt and change as the learning environment evolves. The Audubon Public School District Restart & Recovery (Reopening) Plan is innovative, cultivates a clear sense of shared purpose and goals, encourages collaboration among educators, and fosters a partnership approach with our students’ family members and caregivers.

**Defined Purpose:** The teachers and students could potentially be limited to 72 days of in-person instruction. The Blended Learning Instructional Framework for each level/department is being provided as guidelines for teachers to ensure we are maximizing the instructional time both on-site and virtually. Some instructional disciplines and grade levels necessitate that new concepts and skills be delivered synchronously in-person and/or online; this instructional approach is reinforced with independent practice asynchronously off-site. Other instructional disciplines and grade levels necessitate that new concepts and skills be delivered remotely; this instructional approach is complimented with hand-on, practical applications synchronously in-person and/or online. Synchronous learning happens in real time; asynchronous learning is completed by students on their own and is not delivered in real time.

**Statement of Need:** The 2020-2021 school year presents challenges that will impact the amount of instruction students receive on-site. In an effort to ensure teachers and students are safe by maintaining social distancing protocols, the capacity of students in the buildings is being reduced to nearly half by implementing a hybrid of on-site and virtual learning.

**Audubon Public School District Core Principles:** Audubon Public School District is committed to providing rich, standard aligned learning to students at every grade level and in every discipline. The elementary teachers will be emphasizing the instruction of English Language Arts and Mathematics and addressing the other content areas through cross-content area connections. The Junior-Senior High School will be addressing all courses through an abbreviated schedule.



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### **Wednesday: Cooperative Learning and Support Day (Pre-K through 12)**

The District Hybrid Model incorporates a cooperative learning and support day on most Wednesdays. Wednesdays across the District facilitate:

- A starting point for the learning week,
- Prioritizes and support the social-emotional health of faculty, staff, and students,
- Establishes opportunities for collaboration and planning (content area, grade level, etc.) to meet the needs of in-person and remote learners,
- Assist in decreasing instructional interruptions by coordinating meetings, e.g. 504, IEP, I&RS,
- Creates a common time to communicate with families and promotes family engagement; this includes the positing of assignments and grades,
- Supports opportunities for professional development for all stakeholders, and
- Establishes routines and will assist in the transition in the event the District needs to shift to full remote learning.

### **Student Learning Overview: Haviland Avenue Elementary School**

Haviland Avenue Elementary School houses approximately 375 students in pre-kindergarten through Second grade. The students will either follow the hybrid or remote learning model through in-person, synchronous (live), and/or asynchronous delivery methods. Teachers will be required to deliver lessons synchronously on Wednesdays and may opt to include at-home and remote learning synchronously on Monday, Tuesday, Thursday, and Friday. Support staff are encouraged to include students in synchronous lessons throughout the week.

The Haviland full-remote opening will focus on English Language Arts and Mathematics with Science and Social Studies embedded across the curriculum. Students will receive four (4) days of new instruction on Monday, Tuesday, Wednesday, Thursday, and Friday. This instruction will occur synchronously and asynchronously and include individual, small group, and whole group instruction. Instruction may be recorded and posted on Google Classroom or YouTube. Recorded instruction may or may not come from the assigned classroom but will focus on the same NJSLA aligned content and skills for all students at the grade level. Students will receive one (1) day of intervention, enrichment, and/or independent practice (Wednesday). Teachers will be able to schedule synchronous interventions on an as needed basis in the afternoons and throughout the day on Wednesdays. Identified special education students will be afforded the opportunity to come to school as guided for in-person instruction, related services, and supports. Additional enrichment and independent practice activities focusing on skills and content will be available through posted asynchronous lessons.



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In-person lessons will focus on new content and skills. At-home and remote learners will be provided with remediation, review, and enrichment activities when they are not participating in in-person instruction. Remote learners at Haviland will be assigned to a single grade level teacher and will have two days of synchronous instruction during a normal 5-day school week when, like their onsite peers, they will receive the same instruction. Students are encouraged to have their camera on during synchronous instruction. There is no recording of lessons as is described in the Technology portion of the Plan.

Students will be progress monitored based on engagement, participation, and work completion. Individual student (and parent/guardian) needs will be differentiated based on the data collected. Teachers will provide assignments that will correspond to and do not exceed the in-person instruction time. The use of paper assignments will attempt to be limited in the primary grades in order to minimize the potential for cross contamination. It is expected that remote work be turned in by the due date established by the classroom teacher. Any extension request must be communicated in writing (email) to the teacher prior to the assigned due date.

Response to Intervention supports will happen daily with the in-person cohort. Additional RTI supports may be made available for students participating remotely throughout the week. Specials will follow the 6-day cycle; Wednesdays will not be counted in the cycle in order to provide special access to all in-person students in an equitable fashion. When possible, specials will be conducted in the student’s homeroom, thus avoiding increased contact between students and cohorts.

**100% Remote Students:** At each grade level, two teachers are being assigned students who are 100% remote. These students will comprise the entire A Group or B Group for the teacher, so these teachers will have one group completely made up of onsite students and one group completely made up of remote students. This allows the teacher to focus her/his attention completely on the one group at a time. Learning for the remote group will be synchronous.

These 100% Remote Students are expected to log on to participate in synchronous instruction for those classes that are being live-streamed; however, the district recognizes that some families will not be able to have students log on at particular times during the day. Therefore, teachers will also be providing recordings of lessons so that these students can stay on pace with the rest of the class. This asynchronously delivered version of the instruction is expected to be viewed by students and guided/independent practice (assignments) is expected to be completed prior to the next day’s instruction.



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The majority of the classroom furniture will remain in the classroom; however, desks will be identified for specific student use and will be staggered in such a way to maximize social distancing. All teachers will keep an accurate and up to date seating chart for all classes. As presented previously, additional signage and traffic patterns will be in place in order to minimize student cross-contact. Haviland’s schedule and blended learning framework is presented as follows:

Haviland Avenue Elementary School: Prekindergarten through Second Grade	
Period/Content Area	Time
Student Arrival	7:55 - 8:05
English Language Arts (In-Person)	70 - 80 minutes
Mathematics (In-Person)	70 - 80 minutes
Special or RtI (In-Person)	35-40 minutes
Kindergarten Dismissal	11:55
First and Second Grade: Dismissal	12:05
Specials/Technology (Synchronously and Asynchronously)	35 - 70 minutes
Follow-Up & Support (Synchronously)	25 - 35 minutes

**Blended Learning Instructional Framework: Haviland Avenue School**

Day	Monday / Tuesday	Wednesday	Thursday / Friday
Group	A: Onsite B: Virtual (extended learning & independent practice)	A: Virtual B: Virtual	A: Virtual (extended learning & independent practice) B: Onsite
RTI	Push In Teacher and Support provide Tier I and II intervention.		See Monday



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<p>Instruction: ELA Reading / Writing K-2</p>	<p><b>On-site: Group A</b>  <b>Part 1:</b>          New instruction          Standard Aligned Mini-Lesson:  <ul style="list-style-type: none"> <li>● Connection (2 minutes)</li> <li>● Teaching Point (1 minute)</li> <li>● Teach: (7-10 minutes)</li> <li>● Active Engagement: (3 minutes)</li> <li>● Link: (1 minute)</li> </ul> <b>Part 2:</b>  <ul style="list-style-type: none"> <li>● Guided Practice</li> <li>● Tier I Intervention</li> <li>● Small Group</li> <li>● Centers</li> </ul> <b>Virtual: Group B</b>          Reinforcing skills taught on-site (previous Thursday / Friday)  <ul style="list-style-type: none"> <li>● Independent Practice</li> <li>● Extended Learning</li> </ul> </p>	<p>Instructional Support Positions: Set virtual meetings.  Tier II Intervention for math and ELA.</p>	<p><b>On-site: Group B</b>  <b>Part 1:</b>          New instruction (Same as Monday)          Standard Aligned Mini-Lesson:  <ul style="list-style-type: none"> <li>● Connection (2 minutes)</li> <li>● Teaching Point (1 minute)</li> <li>● Teach: (7-10 minutes)</li> <li>● Active Engagement: (3 minutes)</li> <li>● Link: (1 minute)</li> </ul> <b>Part 2:</b>  <ul style="list-style-type: none"> <li>● Guided Practice</li> <li>● Tier I Intervention</li> <li>● Small Group</li> <li>● Centers</li> </ul> <b>Virtual: Group A</b>          Reinforcing skills taught on-site (previous Monday / Tuesday)  <ul style="list-style-type: none"> <li>● Independent Practice</li> <li>● Extended Learning</li> </ul> </p>
<p>Instruction: Foundations K-2</p>	<p><b>On-site: Group A</b>          New instruction   <b>Virtual: Group B</b>          Reinforcing skills taught on-site (previous Thursday / Friday)</p>	<p>Instructional Support Positions: Set virtual meetings.  Tier II Intervention for math and ELA.</p>	<p><b>On-site: Group B</b>          New instruction   <b>Virtual: Group A</b>          Reinforcing skills taught on-site (previous Monday / Tuesday)</p>
<p>Instruction: Math K-2</p>	<p><b>On-site: Group A</b>          New Instruction  <b>Step 1:</b>          Solve and Share  <ul style="list-style-type: none"> <li>● Streamed and Recorded</li> </ul> <b>Step 2:</b> On-site Group Visual Learning Bridge  <ul style="list-style-type: none"> <li>● Streamed Only</li> </ul>         Teacher Modeling  <ul style="list-style-type: none"> <li>● Streamed and Recorded</li> </ul> <b>Step 3:</b> On-site Group Guided Practice  <ul style="list-style-type: none"> <li>● Practice Problems</li> </ul> </p>	<p>Instructional Support Positions: Set virtual meetings.  Tier II Intervention.</p>	<p><b>On-site: Group B</b>          New Instruction  <b>Step 1:</b>          Solve and Share  <ul style="list-style-type: none"> <li>● Streamed and Recorded</li> </ul> <b>Step 2:</b> On-site Group Visual Learning Bridge  <ul style="list-style-type: none"> <li>● Streamed Only</li> </ul>         Teacher Modeling  <ul style="list-style-type: none"> <li>● Streamed and Recorded</li> </ul> <b>Step 3:</b> On-site Group Guided Practice  <ul style="list-style-type: none"> <li>● Practice Problems</li> </ul> </p>



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	<p><b>Step 4: On-site Group Assess &amp; Differentiate</b></p> <ul style="list-style-type: none"> <li>• Tier 1 Intervention, Small Group, Centers</li> </ul> <p><b>Virtual: Group B</b> Reinforcing skills taught on-site (previous Thursday / Friday)</p> <ul style="list-style-type: none"> <li>• Independent Practice</li> <li>• Submits practice problems on Google Classroom</li> <li>• Used for On-site Tier I &amp; II Interventions</li> </ul>		<p><b>Step 4: On-site Group Assess &amp; Differentiate</b></p> <ul style="list-style-type: none"> <li>• Tier 1 Intervention, Small Group, Centers</li> </ul> <p><b>Virtual: Group A</b> Reinforcing skills taught on-site (previous Monday / Tuesday)</p> <ul style="list-style-type: none"> <li>• Independent Practice</li> <li>• Submits practice problems on Google Classroom</li> <li>• Used for On-site Tier I &amp; II Interventions</li> </ul>
Instruction: Specials	Onsite Only Push In	Provide Virtual Lessons for Virtual Only Students	See Monday

**Student Learning Overview: Mansion Avenue Elementary School**

Mansion Avenue Elementary School houses approximately 425 students in Third through Sixth grade. The students will either follow the hybrid or remote learning model through in-person, synchronous (live), and/or asynchronous delivery methods. Teachers will be required to deliver lessons synchronously on Wednesdays and may opt to include at-home and remote learning synchronously on Monday, Tuesday, Thursday, and Friday. Support staff are encouraged to include students in synchronous lessons throughout the week.

The Mansion full-remote opening will focus on English Language Arts and Mathematics with Science and Social Studies embedded across the curriculum. Students will receive four (4) days of new instruction on Monday, Tuesday, Wednesday, Thursday, and Friday. This instruction will occur synchronously and asynchronously and include individual, small group, and whole group instruction. Instruction may be recorded and posted on Google Classroom or YouTube. Recorded instruction may or may not come from the assigned classroom but will focus on the same NJSLs aligned content and skills for all students at the grade level. Students will receive one (1) day of intervention, enrichment, and/or independent practice (Wednesday). Teachers will be able to schedule synchronous interventions on an as needed basis in the afternoons and throughout the day on Wednesdays. Identified special education students will be afforded the opportunity to come to school as guided for in-person instruction, related services, and supports. Additional enrichment and independent practice activities focusing on skills and content will be available through posted asynchronous lessons.



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In-person lessons will focus on new content and skills. At-home and remote learners will be provided with remediation, review, and enrichment activities when they are not participating in in-person instruction. When possible remote learner days will include new content and skills as well. Mansion remote learners will have 4 hours of synchronous instruction during a normal 5-day school week. Students are encouraged to have their camera on during synchronous instruction. There is no recording of lessons as is described in the Technology portion of the Plan.

Students will be progress monitored based on engagement, participation, and work completion. Individual student (and parent/guardian) needs will be differentiated based on the data collected. Teachers will provide assignments that will correspond to and do not exceed the in-person instruction time. Most if not all assignments and work will be completed digitally minimizing the use of paper and the potential of cross contamination. It is expected that remote work be turned in by the due date established by the classroom teacher. Any extension request must be communicated in writing (email) to the teacher prior to the assigned due date.

Response to Intervention supports will happen daily with the in-person cohort. Additional RTI supports may be made available for students participating remotely throughout the week. Examples would include a remote student being invited to participate in an in-person lesson synchronously. Specials will follow the 6-day cycle; Wednesdays will not be counted in the cycle in order to provide special access to all in-person students in an equitable fashion. When possible, specials will be conducted in the student’s homeroom, thus avoiding increased contact between students and cohorts.

**100% Remote Students:** Remote students will receive both synchronous and asynchronous instruction. New instruction will be delivered asynchronously: Grade level teachers will collaborate to pre-record lessons at the same pace and quality as what is being delivered to onsite students. These lessons will be posted for students to view weekly. Guided practice and support will be provided synchronously: Teachers and support staff will then work with these students virtually, in real-time to ensure that students are mastering the skills and content. 100% Remote Students and Hybrid Students will receive comparable whole group instruction and differentiated individualized supports at the same time throughout the year.

These 100% Remote Students are expected to log on to participate in synchronous instruction as directed by teachers when they need to work in small groups and for interventions. Teachers will also be providing recordings of lessons so that these students can stay on pace with the rest of the class. This asynchronously delivered version of the instruction is expected to be viewed by



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students and guided/independent practice (assignments) is expected to be completed prior to the next day’s instruction.

The majority of the classroom furniture will remain in the classroom; however, desks will be identified for specific student use and will be staggered in such a way to maximize social distancing. All teachers will keep an accurate and up to date seating chart for all classes. As presented previously, additional signage and traffic patterns will be in place in order to minimize student cross-contact. Mansion’s schedule and blended learning framework is presented as follows:

Mansion Avenue Elementary School: Third through Sixth Grade	
Period/Content Area	Time
Student Arrival	8:25
English Language Arts (In-Person)	70 - 80 minutes
Mathematics (In-Person)	70 - 80 minutes
Special or RtI (In-Person)	35 - 40 minutes
Student Dismissal	12:30
Specials/Technology (Synchronously and Asynchronously)	35 - 70 minutes
Science & Social Studies (Synchronously and Asynchronously)	35 - 70 minutes
Follow-Up & Support (Synchronously)	25 - 35 minutes

**Blended Learning Instructional Framework: Mansion Avenue School**

Day	Monday / Tuesday	Wednesday	Thursday / Friday
Group	A: Onsite B: Virtual (extended learning & independent practice)	A: Virtual B: Virtual	A: Virtual (extended learning & independent practice) B: Onsite



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RTI	Push In Teacher and Support provide Tier I and II intervention.		See Monday
Instruction: ELA Reading / Writing 3-4	<p><b>On-site: Group A</b></p> <p><b>Part 1:</b> New instruction Standard Aligned Mini-Lesson:</p> <ul style="list-style-type: none"> <li>● Connection (2 minutes)</li> <li>● Teaching Point (1 minute)</li> <li>● Teach: (7-10 minutes)</li> <li>● Active Engagement: (3 minutes)</li> <li>● Link: (1 minute)</li> </ul> <p><b>Part 2:</b></p> <ul style="list-style-type: none"> <li>● Guided Practice</li> <li>● Tier I Intervention</li> <li>● Small Group</li> <li>● Centers</li> </ul> <p><b>Virtual: Group B</b> Reinforcing skills taught on-site (previous Thursday / Friday)</p> <ul style="list-style-type: none"> <li>● Independent Practice</li> <li>● Extended Learning</li> </ul>	Instructional Support Positions: Set virtual meetings.  Tier II Intervention for math and ELA.	<p><b>On-site: Group B</b></p> <p><b>Part 1:</b> New instruction (Same as Monday) Standard Aligned Mini-Lesson:</p> <ul style="list-style-type: none"> <li>● Connection (2 minutes)</li> <li>● Teaching Point (1 minute)</li> <li>● Teach: (7-10 minutes)</li> <li>● Active Engagement: (3 minutes)</li> <li>● Link: (1 minute)</li> </ul> <p><b>Part 2:</b></p> <ul style="list-style-type: none"> <li>● Guided Practice</li> <li>● Tier I Intervention</li> <li>● Small Group</li> <li>● Centers</li> </ul> <p><b>Virtual: Group A</b> Reinforcing skills taught on-site (previous Monday / Tuesday)</p> <ul style="list-style-type: none"> <li>● Independent Practice</li> <li>● Extended Learning</li> </ul>
Instruction: ELA Reading / Writing 5-6	<p><b>On-site: Group A</b></p> <p><b>Part 1: Reading Instruction</b> New instruction Standard Aligned Mini-Lesson:</p> <ul style="list-style-type: none"> <li>● Connection (2 minutes)</li> <li>● Teaching Point (1 minute)</li> <li>● Teach: (7-10 minutes)</li> <li>● Active Engagement: (3 minutes)</li> <li>● Link: (1 minute)</li> </ul>	Instructional Support Positions: Set virtual meetings.  Tier II Intervention for math and ELA.	<p><b>On-site: Group B</b></p> <p><b>Part 1: Reading Instruction</b> New instruction Standard Aligned Mini-Lesson:</p> <ul style="list-style-type: none"> <li>● Connection (2 minutes)</li> <li>● Teaching Point (1 minute)</li> <li>● Teach: (7-10 minutes)</li> <li>● Active Engagement: (3 minutes)</li> <li>● Link: (1 minute)</li> </ul>



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	<p><b>Part 2: Reading Instruction</b></p> <ul style="list-style-type: none"> <li>● Guided Practice</li> <li>● Tier I Intervention</li> <li>● Small Group</li> <li>● Centers</li> </ul> <p><b>Virtual: Group B</b></p> <p><b>Part 1: Writing Instruction</b> Pre-recorded Standard Aligned Mini-Lesson:</p> <ul style="list-style-type: none"> <li>● Connection (2 minutes)</li> <li>● Teaching Point (1 minute)</li> <li>● Teach: (7-10 minutes)</li> <li>● Active Engagement: (3 minutes)</li> <li>● Link: (1 minute)</li> </ul> <p><b>Part 2: Writing Instruction</b></p> <ul style="list-style-type: none"> <li>● Independent Practice</li> <li>● Extended Learning</li> <li>● Teacher/ Interventionist conferencing</li> </ul>		<p><b>Part 2: Reading Instruction</b></p> <ul style="list-style-type: none"> <li>● Guided Practice</li> <li>● Tier I Intervention</li> <li>● Small Group</li> <li>● Centers</li> </ul> <p><b>Virtual: Group A</b></p> <p><b>Part 1: Writing Instruction</b> Pre-recorded Standard Aligned Mini-Lesson:</p> <ul style="list-style-type: none"> <li>● Connection (2 minutes)</li> <li>● Teaching Point (1 minute)</li> <li>● Teach: (7-10 minutes)</li> <li>● Active Engagement: (3 minutes)</li> <li>● Link: (1 minute)</li> </ul> <p><b>Part 2: Writing Instruction</b></p> <ul style="list-style-type: none"> <li>● Independent Practice</li> <li>● Extended Learning</li> <li>● Teacher/ Interventionist conferencing</li> </ul>
Instruction: Foundations 3	<p><b>On-site: Group A</b> New instruction</p> <p><b>Virtual: Group B</b> Reinforcing skills taught on-site (previous Thursday / Friday)</p>	Instructional Support Positions: Set virtual meetings.  Tier II Intervention for math and ELA.	<p><b>On-site: Group B</b> New instruction</p> <p><b>Virtual: Group A</b> Reinforcing skills taught on-site (previous Monday / Tuesday)</p>
Instruction: Math K-2	<p><b>On-site: Group A</b> New Instruction</p> <p><b>Step 1:</b> Solve and Share</p> <ul style="list-style-type: none"> <li>● Streamed and Recorded</li> </ul> <p><b>Step 2:</b> On-site Group Visual Learning Bridge</p> <ul style="list-style-type: none"> <li>● Streamed Only</li> </ul> <p>Teacher Modeling</p> <ul style="list-style-type: none"> <li>● Streamed and Recorded</li> </ul>	Instructional Support Positions: Set virtual meetings.  Tier II Intervention.	<p><b>On-site: Group B</b> New Instruction</p> <p><b>Step 1:</b> Solve and Share</p> <ul style="list-style-type: none"> <li>● Streamed and Recorded</li> </ul> <p><b>Step 2:</b> On-site Group Visual Learning Bridge</p> <ul style="list-style-type: none"> <li>● Streamed Only</li> </ul> <p>Teacher Modeling</p> <ul style="list-style-type: none"> <li>● Streamed and Recorded</li> </ul>



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	<p><b>Step 3:</b> On-site Group Guided Practice</p> <ul style="list-style-type: none"> <li>• Practice Problems</li> </ul> <p><b>Step 4:</b> On-site Group Assess &amp; Differentiate</p> <ul style="list-style-type: none"> <li>• Tier 1 Intervention, Small Group, Centers</li> </ul> <p><b>Virtual: Group B</b> Reinforcing skills taught on-site (previous Thursday / Friday)</p> <ul style="list-style-type: none"> <li>• Independent Practice Submits practice problems on Google Classroom</li> <li>• Used for On-site Tier I &amp; II Interventions</li> </ul>		<p><b>Step 3:</b> On-site Group Guided Practice</p> <ul style="list-style-type: none"> <li>• Practice Problems</li> </ul> <p><b>Step 4:</b> On-site Group Assess &amp; Differentiate</p> <ul style="list-style-type: none"> <li>• Tier 1 Intervention, Small Group, Centers</li> </ul> <p><b>Virtual: Group A</b> Reinforcing skills taught on-site (previous Monday / Tuesday)</p> <ul style="list-style-type: none"> <li>• Independent Practice Submits practice problems on Google Classroom</li> <li>• Used for On-site Tier I &amp; II Interventions</li> </ul>
Instruction: Specials	Onsite Only Push In	Provide Virtual Lessons for Virtual Only Students	See Monday

**Student Learning Overview: Audubon Junior-Senior High School**

The Audubon Junior-Senior High School houses approximately 850 students in Seventh through Twelfth grade. The students will either follow the hybrid or remote learning model through in-person, synchronous (live), and/or asynchronous delivery methods. Teachers will be required to deliver new content and skills lessons synchronously throughout the school week. Support staff are encouraged to include students in synchronous lessons throughout the week.

The Audubon Junior-Senior High School’s full-remote synchronous opening will provide students with access to their regular (in-person) school schedule. Students will receive four (4) days of new instruction on Monday, Tuesday, Wednesday, Thursday, and Friday. This instruction will occur synchronously and asynchronously and include individual, small group, and whole group instruction. The AHS focus will be on synchronous interactions between the teacher and peers. Instruction may be recorded and posted on Google Classroom or YouTube. Recorded instruction may also be provided by other content area teachers (not assigned classroom teacher); the focus will be NJSLS aligned content and skills. Students will receive one (1) day of intervention, enrichment, and/or independent practice (Wednesday). Teachers will be able to schedule synchronous interventions on an as needed basis in the afternoons and throughout the day on Wednesdays. Identified special education students will be afforded the opportunity to come to school as guided for in-person instruction, related services, and supports. Additional enrichment and independent practice activities focusing on skills and content will be



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available through posted asynchronous lessons. The AHS team will also be integrating in-person instruction in content and skill specific areas, e.g. visual arts, technology, wood shop, etc.

At-home and remote learners are to participate in these synchronous lessons daily. Audubon Junior-Senior High school remote learners will have 4 hours of synchronous instruction daily. Remediation, review, and enrichment activities will be focused on Wednesdays. Students are encouraged to have their camera on during synchronous instruction. There is no recording of lessons as is described in the Technology portion of the Plan.

Students will be progress monitored based on engagement, participation, and work completion. Individual student (and parent/guardian) needs will be differentiated based on the data collected. Teachers will provide assignments that will correspond to and do not exceed the in-person instruction time. Most if not all assignments and work will be completed digitally minimizing the use of paper and the potential of cross contamination. It is expected that remote work be turned in by the due date established by the classroom teacher. Any extension request must be communicated in writing (email) to the teacher prior to the assigned due date. Response to Intervention supports will be put in place as needed for individual students.

**100% Remote Students:** For those disciplines that are not live-streaming instruction, remote students will receive both synchronous and asynchronous instruction. New instruction will be delivered asynchronously: teachers will pre-record lessons at the same pace and quality as what is being delivered to onsite students. These lessons will be posted for students to view weekly. Guided practice and support will be provided synchronously: Teachers will then work with these students virtually, in real-time to ensure that students are mastering the skills and content. 100% Remote Students and Hybrid Students will receive comparable whole group instruction and differentiated individualized supports at the same time throughout the year.

These 100% Remote Students are expected to log on to participate in synchronous instruction for those classes that are being live-streamed; however, the district recognizes that some families will not be able to have students log on at particular times during the day. Therefore, teachers will also be providing recordings of lessons so that these students can stay on pace with the rest of the class. This asynchronously delivered version of the instruction is expected to be viewed by students and guided/independent practice (assignments) is expected to be completed prior to the next day’s instruction. For those classes that are providing asynchronous virtual instruction, students are expected to view the instruction and complete independent practice prior to the next day’s instruction.



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The Junior-Senior High School students will move about the school for instruction. The majority of the classroom furniture will remain in the classroom; however, desks will be identified for specific student use and will be staggered in such a way to maximize social distancing. All teachers will keep an accurate and up to date seating chart for all classes. As presented previously, additional signage and traffic patterns will be in place in order to minimize student cross-contact. The Audubon Junior-Senior High School’s schedule and blended learning framework is presented as follows:

Audubon Junior-Senior High School: Seventh through Twelfth Grade HYBRID Schedule	
Period/Content Area	Time
Zero Period	7:20 - 8:05
Bell	8:05
Homeroom	8:05 - 8:25
Period 1	8:25 - 9:01
Period 2	9:05 - 9:41
Period 3	9:45 - 10:21
Period 4/5	10:25 - 11:01
Period 5/6	11:05 - 11:41
Period 7	11:45 - 12:21
Period 8	12:25 - 1:01
Student Dismissal	1:01
Remote Learning/Parent Assistance	30 minutes





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## Blended Learning Instructional Framework: Junior-Senior High School

Day	Monday / Tuesday	Wednesday	Thursday / Friday
Group	A: Onsite B: Virtual	A: Virtual B: Virtual	A: Virtual B: Onsite
Instruction: PE	<p><b>Onsite: Group A</b></p> <ul style="list-style-type: none"> <li>Physical Education</li> <li>Expectation: Students come to school with appropriate attire</li> </ul> <p><b>Virtual: Group B</b></p> <ul style="list-style-type: none"> <li>Log physical activity</li> <li>At least 30 minutes for 3 days</li> </ul>		<p><b>Onsite: Group B</b></p> <ul style="list-style-type: none"> <li>Physical Education</li> <li>Expectation: Students come to school with appropriate attire</li> </ul> <p><b>Virtual: Group A</b></p> <ul style="list-style-type: none"> <li>Log physical activity</li> <li>At least 30 minutes for 3 days</li> </ul>
Instruction: Health	<p><b>Onsite: Group A</b></p> <ul style="list-style-type: none"> <li>Focus on sensitive topics</li> </ul> <p>Standard Aligned Targeted Lesson:</p> <ul style="list-style-type: none"> <li>Explain:               <ul style="list-style-type: none"> <li>Connection (2 minutes)</li> <li>Objective Statement (1 minute)</li> </ul> </li> <li>Demonstrate: Teach: (10-14 minutes)</li> <li>Guided Practice/Discussion (10-12 minutes)</li> <li>Enable: Make connection to Virtual &amp; Extended Learning (See virtual) (2 minute)</li> </ul> <p><b>Virtual: Group B</b></p> <ul style="list-style-type: none"> <li>Reading / work related to onsite topics</li> <li>Extended Learning</li> <li>Guided Practice / Projects</li> <li>No more than 30-40 minutes per day</li> </ul>		<p><b>Onsite: Group B</b></p> <ul style="list-style-type: none"> <li>Focus on sensitive topics</li> </ul> <p>Standard Aligned Targeted Lesson:</p> <ul style="list-style-type: none"> <li>Explain:               <ul style="list-style-type: none"> <li>Connection (2 minutes)</li> <li>Objective Statement (1 minute)</li> </ul> </li> <li>Demonstrate: Teach: (10-14 minutes)</li> <li>Guided Practice/Discussion (10-12 minutes)</li> <li>Enable: Make connection to Virtual &amp; Extended Learning (See virtual) (2 minute)</li> </ul> <p><b>Virtual: Group A</b></p> <ul style="list-style-type: none"> <li>Reading / work related to onsite topics</li> <li>Extended Learning</li> <li>Guided Practice / Projects</li> <li>No more than 30-40 minutes per day</li> </ul>



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<p>Instruction: ELA</p>	<p><b>Onsite: Group A</b></p> <ul style="list-style-type: none"> <li>● Brief introduction of content</li> <li>● Instruction and guided practice of ELA skills i.e. writing, reading, speaking, listening)</li> <li>● Hands-on activities (i.e. debate)</li> <li>● Only Standard Aligned Lesson</li> </ul> <p><b>Virtual: Group B</b> Reinforcing skills taught on-site (previous Thursday / Friday)</p> <ul style="list-style-type: none"> <li>● Further acquisition of content</li> <li>● Independent practice for skills</li> <li>● Prep for onsite activities</li> </ul>	<p><b>Actively</b> set office hours for virtual help</p> <p><b>Actively</b> set virtual meetings with struggling students</p> <p>Use Google Calendar</p>	<p><b>Onsite: Group B</b></p> <ul style="list-style-type: none"> <li>● Brief introduction of content</li> <li>● Instruction and guided practice of ELA skills i.e. writing, reading, speaking, listening)</li> <li>● Hands-on activities (i.e. debate)</li> <li>● Only Standard Aligned Lesson</li> </ul> <p><b>Virtual: Group A</b> Reinforcing skills taught on-site (previous Monday / Tuesday)</p> <ul style="list-style-type: none"> <li>● Further acquisition of content</li> <li>● Independent practice for skills</li> <li>● Prep for onsite activities</li> </ul>
<p>Instruction: Math</p>	<p><b>Part 1:</b> Both Groups</p> <ul style="list-style-type: none"> <li>● Streamed and Recorded</li> <li>● Use Annotate</li> </ul> <p>Standard Aligned Targeted Lesson:</p> <ul style="list-style-type: none"> <li>● Explain: Connection (2 minutes); Objective Statement (1 minute)</li> <li>● Demonstrate: Teach: (10-14 minutes)</li> <li>● Guide: Guided Practice (10-12 minutes)</li> <li>● Enable: Connection to Extended Learning (2 minute)</li> </ul> <p><b>Part 2:</b> Onsite only Remainder of period</p> <ul style="list-style-type: none"> <li>● Guided Practice</li> <li>● Tier I Intervention</li> </ul>	<p><b>Actively</b> set office hours for virtual help</p> <p><b>Actively</b> set virtual meetings with struggling students</p> <p>Use Google Calendar</p>	<p><b>Part 1:</b> Both Groups</p> <ul style="list-style-type: none"> <li>● Streamed and Recorded</li> <li>● Use Annotate</li> </ul> <p>Standard Aligned Targeted Lesson:</p> <ul style="list-style-type: none"> <li>● Explain: Connection (2 minutes); Objective Statement (1 minute)</li> <li>● Demonstrate: Teach: (10-14 minutes)</li> <li>● Guide: Guided Practice (10-12 minutes)</li> <li>● Enable: Connection to Extended Learning (2 minute)</li> </ul> <p><b>Part 2:</b> Onsite only Remainder of period</p> <ul style="list-style-type: none"> <li>● Guided Practice</li> <li>● Tier I Intervention</li> </ul>



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	<p><b>Part 2: Virtual</b></p> <ul style="list-style-type: none"> <li>• Independent practice</li> </ul>		<p><b>Part 2: Virtual</b></p> <ul style="list-style-type: none"> <li>• Independent practice</li> </ul>
<p>Instruction: Social Studies</p>	<p><b>Onsite: Group A</b></p> <ul style="list-style-type: none"> <li>• Brief introduction of content</li> <li>• Teacher demonstrate skills</li> <li>• Guided practice for social studies skills (i.e. writing DBQs, note taking from documents, analyzing/evaluating historical documents)</li> <li>• Hands-on activities (i.e. debate, public speaking)</li> </ul> <p>Standard Aligned Targeted Lesson:</p> <ul style="list-style-type: none"> <li>• Explain: Connection (2 minutes); Objective Statement (1 minute)</li> <li>• Demonstrate: Teach: (10-14 minutes)</li> <li>• Guide: Guided Practice (10-12 minutes)</li> <li>• Enable: Connection to Extended Learning (2 minute)</li> </ul> <p><b>Virtual: Group B</b> Reinforcing skills taught on-site (previous Thursday / Friday)</p> <ul style="list-style-type: none"> <li>• Independent practice for skills (i.e. using skills taught in class, writing DBQs, note taking from documents)</li> <li>• Further acquisition of content (videos, reading)</li> <li>• Preparation for onsite activities (debates)</li> </ul>	<p><b>Actively</b> set office hours for virtual help</p> <p><b>Actively</b> set virtual meetings with struggling students</p> <p>Use Google Calendar</p>	<p><b>Onsite: Group A</b></p> <ul style="list-style-type: none"> <li>• Brief introduction of content</li> <li>• Teacher demonstrate skills</li> <li>• Guided practice for social studies skills (i.e. writing DBQs, note taking from documents, analyzing/evaluating historical documents)</li> <li>• Hands-on activities (i.e. debate, public speaking)</li> </ul> <p>Standard Aligned Targeted Lesson:</p> <ul style="list-style-type: none"> <li>• Explain: Connection (2 minutes); Objective Statement (1 minute)</li> <li>• Demonstrate: Teach: (10-14 minutes)</li> <li>• Guide: Guided Practice (10-12 minutes)</li> <li>• Enable: Connection to Extended Learning (2 minute)</li> </ul> <p><b>Virtual: Group B</b> Reinforcing skills taught on-site (previous Thursday / Friday)</p> <ul style="list-style-type: none"> <li>• Independent practice for skills (i.e. using skills taught in class, writing DBQs, note taking from documents)</li> <li>• Further acquisition of content (videos, reading)</li> <li>• Preparation for onsite activities (debates)</li> </ul>



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<p>Instruction: Science</p>	<p><b>Flipped Classroom</b>  <b>Virtual: Group B</b></p> <ul style="list-style-type: none"> <li>● Students watch pre-recorded lessons</li> <li>● Videos</li> <li>● Read text</li> <li>● 30 minutes each</li> <li>● 4 per week</li> <li>● Standard Aligned Targeted Lesson:</li> <li>● Explain: Connection (2 minutes); Objective Statement (1 minute)</li> <li>● Demonstrate: Teach: (10-14 minutes)</li> <li>● Guide: Guided Practice (10-12 minutes)</li> <li>● Enable: Connection to Extended Learning (2 minute)</li> </ul> <p><b>Onsite: Group A</b>          Reinforcing skills taught virtually (previous learning explained)</p> <ul style="list-style-type: none"> <li>● Guided Practice, Demonstration, Practical Application</li> <li>● Tier I Intervention</li> </ul>	<p><b>Actively</b> set office hours for virtual help</p> <p><b>Actively</b> set virtual meetings with struggling students</p> <p>Use Google Calendar</p>	<p><b>Flipped Classroom</b>  <b>Virtual: Group A</b></p> <ul style="list-style-type: none"> <li>● Students watch pre-recorded lessons</li> <li>● Videos</li> <li>● Read text</li> <li>● 30 minutes each</li> <li>● 4 per week</li> <li>● Standard Aligned Targeted Lesson:</li> <li>● Explain: Connection (2 minutes); Objective Statement (1 minute)</li> <li>● Demonstrate: Teach: (10-14 minutes)</li> <li>● Guide: Guided Practice (10-12 minutes)</li> <li>● Enable: Connection to Extended Learning (2 minute)</li> </ul> <p><b>Onsite: Group B</b>          Reinforcing skills taught virtually (previous learning explained)</p> <ul style="list-style-type: none"> <li>● Guided Practice, Demonstration, Practical Application</li> <li>● Tier I Intervention</li> </ul>
<p>Instruction: World Language</p>	<p><b>Flipped Classroom</b>  <b>Virtual: Group B</b></p> <ul style="list-style-type: none"> <li>● Students watch pre-recorded lessons</li> <li>● Students view Videos</li> <li>● Students submit FlipGrids and written assignments</li> <li>● 30 minutes / 4 per week</li> </ul> <p>Standard Aligned Targeted Lesson:</p> <ul style="list-style-type: none"> <li>● Explain: Connection (2 minutes); Objective Statement (1 minute)</li> <li>● Demonstrate: Teach: (10-14 minutes)</li> </ul>	<p><b>Actively</b> set office hours for virtual help</p> <p><b>Actively</b> set virtual meetings with struggling students</p> <p>Use Google Calendar</p>	<p><b>Flipped Classroom</b>  <b>Virtual: Group A</b></p> <ul style="list-style-type: none"> <li>● Students watch pre-recorded lessons</li> <li>● Students view Videos</li> <li>● Students submit FlipGrids and written assignments</li> <li>● 30 minutes / 4 per week</li> </ul> <p>Standard Aligned Targeted Lesson:</p> <ul style="list-style-type: none"> <li>● Explain: Connection (2 minutes); Objective Statement (1 minute)</li> <li>● Demonstrate: Teach: (10-14 minutes)</li> </ul>



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	<ul style="list-style-type: none"> <li>● Guide: Guided Practice (10-12 minutes)</li> <li>● Enable: Connection to Extended Learning (2 minute)</li> </ul> <p><b>Onsite: Group A</b>          Reinforcing skills taught virtually (previous learning explained and practiced)</p> <ul style="list-style-type: none"> <li>● Guided Practice</li> <li>● Listening/Speaking Activities</li> <li>● Tier I Intervention</li> </ul>		<ul style="list-style-type: none"> <li>● Guide: Guided Practice (10-12 minutes)</li> <li>● Enable: Connection to Extended Learning (2 minute)</li> </ul> <p><b>Onsite: Group B</b>          Reinforcing skills taught virtually (previous learning explained and practiced)</p> <ul style="list-style-type: none"> <li>● Guided Practice</li> <li>● Listening/Speaking Activities</li> <li>● Tier I Intervention</li> </ul>
Instruction: Fine and Performing Arts	<p><b>Onsite: Group A</b></p> <ul style="list-style-type: none"> <li>● Instruction and guided practice of art / music skills (i.e. drawing, painting, singing, performing)</li> <li>● Demonstration of skills</li> <li>● Hands-on activities</li> <li>● Guided Practice</li> </ul> <p><b>Virtual: Group B</b>          Reinforcing skills taught on-site (previous Thursday / Friday)</p> <ul style="list-style-type: none"> <li>● Independent practice for skills</li> <li>● Prep for onsite activities</li> </ul>	<p><b>Actively</b> set office hours for virtual help</p> <p><b>Actively</b> set virtual meetings with struggling students</p> <p>Use Google Calendar</p>	<p><b>Onsite: Group B</b></p> <ul style="list-style-type: none"> <li>● Instruction and guided practice of art / music skills (i.e. drawing, painting, singing, performing)</li> <li>● Demonstration of skills</li> <li>● Hands-on activities</li> <li>● Guided Practice</li> </ul> <p><b>Virtual: Group A</b>          Reinforcing skills taught on-site (previous Monday / Tuesday)</p> <ul style="list-style-type: none"> <li>● Independent practice for skills</li> <li>● Prep for onsite activities</li> </ul>
Instruction: CTE	<p><b>Flipped Classroom</b></p> <p><b>Virtual: Group A</b></p> <ul style="list-style-type: none"> <li>● Students watch pre-recorded lessons</li> <li>● Videos</li> <li>● Read text</li> <li>● 30 minutes each</li> <li>● 4 per week (relevant instruction to coincide with the hands-on)</li> </ul>	<p><b>Actively</b> set office hours for virtual help</p> <p><b>Actively</b> set virtual meetings with struggling students</p> <p>Use Google Calendar</p>	<p><b>Flipped Classroom</b></p> <p><b>Virtual: Group A</b></p> <ul style="list-style-type: none"> <li>● Students watch pre-recorded lessons</li> <li>● Videos</li> <li>● Read text</li> <li>● 30 minutes each</li> <li>● 4 per week (relevant instruction to coincide with the hands-on)</li> </ul>



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	<p>activities, no busy work, practical applications)</p> <p>Standard Aligned Targeted Lesson:</p> <ul style="list-style-type: none"> <li>● Explain: Connection (2 minutes); Objective Statement (1 minute)</li> <li>● Demonstrate: Teach: (10-14 minutes)</li> <li>● Guide: Guided Practice (10-12 minutes)</li> <li>● Enable: Connection to Extended Learning (2 minute)</li> </ul> <p><b>Onsite: Group B</b>          Reinforcing skills taught virtually (previous learning explained and practiced)</p> <ul style="list-style-type: none"> <li>● Guided Practice, Demonstration, Practical Application</li> <li>● Tier I Intervention</li> </ul>		<p>activities, no busy work, practical applications)</p> <p>Standard Aligned Targeted Lesson:</p> <ul style="list-style-type: none"> <li>● Explain: Connection (2 minutes); Objective Statement (1 minute)</li> <li>● Demonstrate: Teach: (10-14 minutes)</li> <li>● Guide: Guided Practice (10-12 minutes)</li> <li>● Enable: Connection to Extended Learning (2 minute)</li> </ul> <p><b>Onsite: Group B</b>          Reinforcing skills taught virtually (previous learning explained and practiced)</p> <ul style="list-style-type: none"> <li>● Guided Practice, Demonstration, Practical Application</li> <li>● Tier I Intervention</li> </ul>
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**Special Education and Related Services: Ensuring Delivery to Students with Disabilities**

The District will continue to meet the obligations to students with disabilities to the greatest extent possible. Specific strategies and considerations for students with disabilities will be critical points of discussion for every return-to-school scenario. As additional guidance is provided to districts by the United States Department of Education (USDE) and the NJDOE, the District will pivot and adjust in order to address the tenets of the Individuals with Disabilities Education Act (IDEA).

**All Special Education Students:**

- ❖ The supports and services outlined in students’ Individualized Education Plans (IEPs) will be implemented to the greatest extent possible.
- ❖ This plan will be re-evaluated on an ongoing basis. Necessary adjustments will be made to ensure students are supported to the greatest extent possible.
- ❖ The district will communicate frequently with families of special education students including the specifics of the reopening plan as it relates to their individual child(ren).



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- ❖ The district will communicate frequently with families of students (placed in and out of the district) with significant medical risk factors and determine if additional precautions or unique measures are necessary to support individual students' return to school.
- ❖ The Child Study Team (CST) will review student data/progress/levels of functioning to determine the need for additional services to address learning loss.
- ❖ The CST will consider the impact of missed services on student progress toward individual goals and objectives and determine if compensatory services are needed to address any regression to recoup skills within a reasonable amount of time.
- ❖ The CST will develop procedures to complete any pending or incomplete evaluations necessary to determine or re-determine eligibility for special education.
- ❖ The CST will identify students whose post-secondary plans were adversely affected by COVID-19 school closures and provide support, resources, assistance which can facilitate connection to resources at local, state, and federal levels.
- ❖ The district will communicate to parents/guardians regarding the referral procedures for the identification of potentially disabled students.
- ❖ The CST meetings, including identification or referral meetings will be performed remotely using conference or video call options. In-person meetings will resume when available and according to CDC guidelines.
- ❖ Special education may utilize a variety of modalities including virtual learning, electronic and video options, and paper-based instructional activities and assignments. Related services including Occupational Therapy, Physical Therapy, Speech-Language Therapy, and school counseling that are provided remotely will be delivered through a variety of modalities including online tools and platforms, electronic communication, and paper-based materials/activities.
- ❖ Evaluations and reevaluations that can be conducted remotely will be conducted in that manner. Evaluations that cannot be completed remotely will be completed when the district has all necessary personal protective equipment and measures in place to ensure the safety of both students and staff.
- ❖ Electronic mail is used to provide parents with copies of written notice and other required copies of documentation until standard mail options are available. Paper copies are mailed to parents in addition to electronic copies.
- ❖ Special services providers and/or contracted specialists are working in consultation with the CST in order to assure accurate accounting and delivery of services.
- ❖ Accommodations for students who are unable to wear a face covering will be addressed according to that student's particular need and in accordance with all applicable laws, regulations, and health guidance.



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Specific Student Populations:

- Out of district and/or medically fragile students:
- Careful consideration for and implementation of accommodations for students in this category will be made.
- The district will communicate frequently with families of students with significant medical risk factors and determine if additional precautions or unique measures are necessary to support individual students’ return to school.
- Students will be supported in their specialized schools whose plans will be reviewed by the district. Ongoing consultation between the district and out of district placements will occur to address the need for changes in accommodations or supports as the school year progresses.

In-District Students:

- The Special Education student cohort (Blue) is organized according to individual student need and level of special education supports and services. Junior and Senior High students who receive strictly general education in-class support programming will attend in-person according to the Green/Gold cohort hybrid schedule. All other special education students in the district will attend in-person 4 days per week.
- Preschool disabled students will attend in-school programming 4 days per week, aligned with regular in-school program hours. No tuition-based general education students will be registered at this time.
- Special education aides (classroom and 1:1) will support students in their traditional roles during in person instruction as well as provide support through a variety of platforms during remote learning.
- Designated therapy and related services spaces will be utilized for IEP required services.

Special Education Staff:

Special consideration will be given and additional supports afforded to the protection for staff members, such as school nurses, custodians, and identified Special Education teachers, paraprofessionals, service providers, and/or case managers, who will be in close contact with students or will handle waste materials. Additional preventive measures will include the use of additional PPE (N95 face masks, face shields, gloves, surgical gowns and booties, physical barriers, etc.). Special education staff members are encouraged to thoroughly review and consider each student’s academic, social-emotional, and physical needs prior to the start of the school year.



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### **Multi-Tiered Systems of Support (MTSS)**

In addition, the District will continue to refine and define its’ multi-tiered systems of support throughout the grade levels. Multi-tiered Systems of Support (MTSS) is a systematic approach to prevention, intervention, and enrichment that includes academic and behaviors across grades pre-kindergarten through twelve. Universal screenings (DIBELS, MAP, RAN/RAS, WAP-T, etc.), collaborative problem solving teams (CST, 504, HIB, I&RS, RtI, School Safety), family engagement, and data-based decision making are critical components of a successful MTSS.

### **Wraparound Supports**

Additional wraparound supports (comprehensive approach to addressing the academic, behavioral, and social-emotional needs of students) are considered for both inside and outside of the school environment. The District currently provides guidance and support for services such as mental health, primary health and dental, family engagement, expanded after-school (KEYS and homework club, peer tutoring), summer learning (IEP- and Title I-based), and mentoring programs (per-to-peer). The district continues to reach out to local daycares for information and support. The school counselors are revamping and updating social/emotional lessons for their own instruction and the classroom teachers based on the impact of the pandemic. The Positive Behavior Interventions and Supports (PBIS) teams are conducting similar reviews and teacher-turnkeys.

### **Recess/Physical Education**

The District will complete an inventory of outdoor spaces and mark off areas to ensure separation between students. Cones, flags, tape, and other visual cues will be used to separate locations and create boundaries. Face masks will be required during recess. Faculty, staff, and students are to wash their hands thoroughly after recess and physical education. Recess will be staggered by groups and locations and frequent disinfecting protocols will be followed. Elementary students are encouraged to wear comfortable clothing and safe footwear on a daily basis. Junior and Senior High School students should follow the same guidance on days they are scheduled for Physical Education; the Junior-Senior High School locker rooms are closed until further notice. Students will be reminded to wash their hands after recess.

Physical education classes will occur outside weather permitting. To the extent possible, teachers will limit or eliminate the sharing of equipment. If equipment is to be shared, it will be cleaned between and after use. The use of PPE during physical education classes will follow the most current CDC guidance. Students with waivers will be required to maintain 6’ or more of separation from their peers. The teachers of Health & Physical Education have generated a list of activities not requiring a change of clothes to address the necessary closing of the locker rooms, e.g. walking lake/track, yoga, meditation, BBQ Games. The high school team is considering all



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locations (e.g. auxiliary gym, health room(s), main gym, wrestling room) for the delivery of instruction in order to create manageable groups under the recommended social distancing guidelines.

### **Attendance**

Student attendance for both in-person and remote learning will be accounted for based on student engagement in instructional activities including but not limited to in-person attendance, participation in synchronous and asynchronous learning, and assignment completion. In-person attendance will be taken daily while remote learning will be assessed weekly. Students assignments must be completed in a timely manner and cannot extend past five (5) instructional days. School-based staff (e.g. classroom teacher(s), counselor(s), administrative assistant(s), and principal(s)) will identify students who are not attending or participating regularly and assist with addressing barriers preventing student attendance. Absentee patterns will be monitored and addressed as needed, i.e. communications with CCDOH. Students that are on quarantine that can actively participate and/or complete their assignments in a timely manner (one day of absence provides one to two days of extension) will be considered present. Additional ‘home-instruction’ protocols and needs will be determined on a case-by-case basis when related to COVID-19 absences.

### **Late Arrivals & Early Dismissals**

Parents will be encouraged to notify the homeroom teacher and main office if a student will be arriving late or leaving early. At this time, these communications should be sent in an email and followed up with a phone call. The District is investigating the use of the Genesis parent portal for these requests. Late arriving students are to report to the main point of entry for their building. Students waiting for pickup will first report to the main office. Additional seating will be included outside of and/or at various locations for students that are sent to the office, e.g. discipline, parent pick up, etc. as stated previously. Most offices will relocate these students to a space where cross-contamination is limited, e.g. HAS hallway by exit, MAS main vestibule, and AHS main vestibule. Parents will be required to state the student’s identification number and show personal identification prior to student release. Parents will not be accessing the facility, therefore no temperature check will be required.

### **Assessments**

The District is aware that there has been significant impact in learning as a result of the pandemic and school closures. Learning loss and inconsistencies are anticipated across the grade levels. District and grade specific assessments will be used in order to determine each student’s proficiency in the New Jersey Student Learning Standards. This data will be used to modify the District pacing guides and instructional expectations for the 2020-2021 school.



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The pandemic and school closure has caused educators to pause and reflect while continuing to observe and monitor student’s learning and modifying and adjusting as needed. These modifications may include review, remediation, and/or extension. Through the targeted use of assessment data and school structures (Response to Intervention, Intervention & Referral Services, Team and Grade Level meetings, etc.), the District will focus on decreasing learning gaps and assuring each student to meet or exceed the NJSLs at their grade or instructional level.

### **Grading**

The District will follow pre-pandemic practices in regards to grading. Students and staff will follow the official grading and promotion policies which were temporarily suspended and/or amended during the spring closure during the 2019-2021 school year. Assignments will be graded true-to-scale. Work that has not been completed or that is below grade level expectations will be returned. Work that has not been completed independently will be returned. Grading practices and expectations will be consistent across grade levels, content areas, and throughout individual schools.

### **Federal and State Standardized Testing**

The District will follow the guidelines set forth by the New Jersey Department of Education in regards to New Jersey State Assessments for the 2020-2021 school year, e.g. New Jersey Student Learning Standards Assessments (NJSLA), Assessing Comprehension and Communication in English State-to-State (ACCESS for ELLs), and the Dynamic Learning Maps (DLM) assessments. Information about state testing will be shared with faculty, parents, and students in a timely manner. College Board assessment information will be shared with our students and their families as well (e.g. AP, SAT, Pre-AP, PSAT).

### **Food Service and Distribution**

School meals are critical to student health and well-being, especially for low-income students, and the NJDOE considers it a moral imperative to ensure the seamless and continuous feeding of our students. Point of sale procedures will be followed at all school sites. The District is investigating the creation of student identification cards with barcodes in order to limit cross-contamination and staff-to-student and student-to-student contact via turnstile. Weekly meals will be available on Monday’s for the week during the opening Remote model. Meal selections will be limited during the Hybrid schedule.



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**In-person Instruction Meal Service.** Meals will be available for our students attending in-person instruction. Students will need to pre-order breakfast and lunch items in the elementary classrooms (Haviland and Mansion). Breakfast and lunch items will be delivered to the classrooms prior to student arrival and dismissal respectively. Junior-Senior High students will be able to pick up breakfast items in the cafeteria without preordering. Junior-Senior High students will need to pre-order lunch items; these items will be available for pick-up at separate locations at exit points throughout the school (e.g. auditorium and cafeteria). Students will be notified of their pick-up sites prior to and/or when food is ordered.



**Remote Learning Meal Service.** Meals will be available to each cohort (Green, Gold, Blue, and Purple) as follows - Green Cohort = Tuesday pick up at dismissal for Wednesday, Thursday, and Friday breakfast/lunch meals; Gold Cohort = Friday pick up for Monday, Tuesday, and Wednesday; Blue Cohort = Tuesday pick up for Wednesday; and Purple Cohort = Monday pick up for the week. The Purple Cohort will need to pick up meals from the rear of the Junior-Senior High School. More information will be available on the website and through building-based communications. A separate notice will be sent to families prior to weeks with unique attendance dates, e.g. Holidays, Inservice, etc.

<b>Food Service @ a Glance</b>					
<b>Cohort</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Green (MT)</b>	<b>Grab &amp; Go</b>	<b>Grab &amp; Go Pick Up WRF</b>	<b>No Meal Service</b>		
<b>Gold (RF)</b>				<b>Grab &amp; Go</b>	<b>Grab &amp; Go Pick up MTW</b>
<b>Blue (MTRF)</b>	<b>Grab &amp; Go</b>	<b>Grab &amp; Go Pick Up W</b>		<b>Grab &amp; Go</b>	<b>Grab &amp; Go</b>
<b>Purple</b>	<b>Pick Up MTWRF</b>				



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### **Snacks**

Small working snack times will be incorporated into all student schedules. Students will be permitted to eat a small snack throughout the in-person school day under the guidance and direction of their teachers. Students will be required to clean their hands following CDC and District guidelines prior to and after eating. In order to provide for a safe and healthy snack-time environment, teachers may stagger the snack time and/or scatter the location of the students within the classroom. Students need to be mindful of allergies when choosing their from home snack items. All schools have snack items available in their food pantries. The classroom teacher should follow the guidance and guidelines for access to pantry items, e.g. call the specific office for choices and items will be brought to the classroom. After snack times, teachers may use the gloves provided to seal up and place trash bags in the hallway for custodial pick up and disposal.

### **School Security Drills**

School security drills will be practiced pursuant to 18A:41-1. Every principal of a school of two or more rooms, or of a school of one room, when located above the first story of a building, shall have at least one fire drill and one school security drill each month within the school hours, including any summer months during which the school is open for instructional programs, and shall require all teachers of all schools, whether occupying buildings of one or more stories, to keep all doors and exits of their respective rooms and buildings unlocked during the school hours, except during an emergency lockdown or an emergency lockdown drill. Where school buildings have been provided with fire escapes, they shall be used by a part or all of the pupils performing every fire drill. Schools are required to hold a minimum of two of each of the following security drills annually; 1) active shooter; 2) evacuation (non-fire); 3) bomb threat; and 4) lockdown). Examples of other types of security drills include shelter-in-place, reverse evacuation, evacuation to relocation site, testing of school’s notification system, and procedures, testing of school’s communication system and procedures, tabletop exercise, and full scale exercise. Schools must conduct their first drill within 15 days of the beginning of the school year. All Audubon Public School District Security Drills will be conducted as they have in the past with the additional requirement of the use of PPE (face masks) for all faculty, staff, and students. The classroom teachers and/or support staff for students with medical exemptions for PPE and/or physical or mental medical needs will be notified prior to conducting drills.

### **Athletics & Extracurricular Clubs and Activities**

Athletics and extracurricular activities are an important part of our students’ physical and social-emotional development and well-being. The District values the support that our-after school programs activities provide our students and their families. All activities that can be offered safely in-person and/or remotely, will be offered. All athletics and extracurricular



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activities must comply with applicable hygiene, personal protective equipment, and social distancing protocols. At this time external community

### Athletics

The New Jersey State Interscholastic Athletic Association (NJSIAA) has established a COVID-19 Medical Advisory Task Force (MATF) responsible for providing guidance to allow New Jersey high school student-athletes to return to athletics as soon and as safely as possible. The NJSIAA is also convening a Sports Advisory Task Force that will be comprised of athletic directors from across the State and that will be charged with reviewing State and local health guidelines, as well as NJDOE guidance, regarding the 2020-2021 school year to determine, among other things, the extent to which changes may be needed for each interscholastic sports season. Audubon High School will follow the [Audubon Junior Senior High School Return to Athletics and Activities Plan](#)

### Extracurricular Clubs/Activities

In-person meetings will be limited outside of school hours. The majority of faculty & staff will not be permitted on school grounds after 3:00 PM so that the facilities may be thoroughly cleaned and prepared for students and staff the following day. Additional health checks will be required. Hygiene, PPE, and social-distancing protocols must be adhered to at all times. Club materials and resources are not to be shared and must be cleaned thoroughly by the club sponsor prior to and after use, e.g. musical instruments. Please see the Audubon Junior Senior High School Return to Athletics and Activities Plan listed above for further guidance; activities such as band, chorus, and marching band will follow this guidance. The [National Federation of Sports has additional guidance for bands](#). Activities that can occur remotely, are permitted.

### Field Trips

There will be no field trips while the District is operating under a school closure or the Hybrid model of instruction. Minimally, there will be no field trips until February 1, 2021. The status of field trips will be reevaluated in January.

### Transportation

The Audubon Public School District is a walking district. Students that attend from Audubon Borough (PreK-12), Audubon Park (PreK-12), and Mount Ephraim (8-12) must walk or be driven by a parent/guardian or their designee. Choice students self-transport as well. District assigned students that are attending out-of-district placements will follow the guidelines set-forth by the contracted service providers. All NJDOE, CDC, and CCDOH guidelines must be followed. As an employee of the District, drivers must adhere to all waivers and screening protocols.



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Transportation Guidelines:

- ❖ Buses are to be cleaned prior to and after each route. Cleaning includes the use of hand-sprayed and hand-wiped Re-Juv-Nal. The hand-wipe cleaning is followed with an alcohol-based misting with an electrostatic sprayer.
- ❖ The bus driver is to minimally wear a facemask upon student entry and exit. The driver may elect to wear the face mask and/or face shield during the full run.
- ❖ Passengers must wear a face mask when riding a school bus, school van, or contracted automobile (shuttle/Cab).
- ❖ Hand sanitizer will be applied to all students’ hands before boarding.
- ❖ Students will sit in assigned seating and social distancing protocols will be followed. Ideally, the District would follow the recommended guidelines in this order:
  - 11 passengers per 54 passenger bus (one student every other row and aisle)
  - 22 passengers per 54 passenger bus (one student every seat)
  - 22 or more passengers.
- ❖ “High-Risk” students may require additional distancing protocols (minimum 6’ distance, first-on, first-off, last-on, and/or last-off, bus aide) and procedures to be in place (face shields, physical barriers).
- ❖ Windows will be open while in transport when possible to increase ventilation; student location on bus in reference to open windows will be considered.
- ❖ If and when NJDOE, CDC, and/or DOH guidelines are updated, the COVID-19 Transportation plan will be updated (e.g. use of barriers between seats).

When and if, District bus services are used, the drivers and passengers will follow the aforementioned guidelines. District and contracted drivers must document and immediately report to the sending school (if appropriate), the school of attendance, the District or bus companies, and the Camden County Educational Services Commission (if appropriate), any student or staff member that may have become sick and/or who has been in contact with students. Regardless of how students travel from portal-to-portal to and from school, faculty, staff, students, and parents/guardians are reminded to follow published health and safety guidelines in order to protect the community.

**Outside Use of Facilities**

The District is not permitting the use of building facilities to outside groups until February 1, 2021. Facility access will be reevaluated in January. The use of recreation areas (courts, fields, track) will be monitored so that all CDC and DOH guidelines are followed. Access may be denied to groups that cannot or will not adhere to these guidelines. There is no access to outdoor facilities during the regular school day.



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### **Professional Learning**

In an effort to better equip leaders, staff, substitutes, students, and parents/caregivers to adapt to altered educational environments and experiences, the district will provide initial professional learning and continued support throughout the school year. In order to have a safe opening and continue learning, training will be offered for all stakeholders to promote and support safety guidelines and to support social-emotional, and academic growth. The targeted areas for professional learning include:

- Instructional Technology (Annotate, Ed Puzzle, Go Formative, Google Classroom, Learning A-Z, and various parent/guardian related trainings)
- Social Emotional Learning (Trauma-informed practices, non-verbal communication (express with their eyes and words))
- Safety Protocols (Digital citizenship, Entering / Exiting the building, Hygiene guidelines, Potential Exposure, Social Distancing, and Screening protocols)

The aforementioned learning opportunities, although comprehensive, are not all inclusive. The training needs for stakeholders not unlike the current educational environment are evolving and ever-changing. In order to continue to provide support, other areas of focus include:

- Addressing real-world issues,
- Investigating platforms to increase student engagement,
- Maximize cross-curricular connections and standardized expectations,
- Research into assessment platforms and tools, including use of said data, and
- Minimizing learning loss for impacted students.

Professional development and learnings are integral in the maintenance and growth of any system, especially schools.

### **Family Supports**

As was previously mentioned in the Stakeholder Needs section of the plan, the pandemic has affected and impacted the Audubon school community in a myriad of ways. Unemployment, food insecurity, illness, loss of loved ones, and social isolation is taking a toll on all Americans. Our education system and the traditional delivery model(s) have changed abruptly. These changes have impacted our families. Although resilient, parents and caregivers need support. To that end, the District will be providing additional assistance as follows:

- ❖ **Back to School, Open House, and Conferences.** At this time, all Back to School events will be conducted remotely. In order to best support our students and their families, these evenings will be conducted synchronously and/or asynchronously. Asynchronous Open



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House presentations will be available on the District website. Most if not all conferences and meetings involving parents (Child Study team (IEP), 504, I&RS, RtI, teacher, etc.) will be conducted remotely, e.g. phone and/or video. In order to support the hybrid model and in an attempt not to disrupt in-person instruction, these conferences will be scheduled on afternoons and Wednesdays. These protocols will be in effect until February 1, 2021 and will be revisited in January for any potential changes.

- ❖ **Training Sessions.** The district and building administration as well as grade level and content area teams will be providing additional training sessions and supports. How To's and informational information will be provided through letters, PowerPoints or Google Slides, and videos. These items will be shared through emails and postings on the website. Some items may also be shared through learning portals such as Annotate and Google Classroom.
- ❖ **Social Media Platforms.** District instagram, Facebook, and Twitter accounts will be used not only to celebrate student and staff accomplishments, but will be used to disseminate information..
- ❖ **Counseling Supports.** School counselors are vital members of the education team and maximize student success. School counselors help to assure all students apply academic achievement strategies, manage emotions and apply interpersonal skills, and plan for postsecondary options. In addition to these supports, school counselors can offer and guide parents and guardians to outside support services for themselves and their children. The school counseling team(s) will provide training sessions through different mediums for our students, faculty, staff, and parents.
- ❖ **English Language Learners.** Identified ELL students will be assigned to the Blue Cohort and may elect to attend in-person instruction 4 days per week. The goal will be to provide targeted and personalized ESL services based on the student's language development and acquisition levels for listening, speaking, reading, and writing. Multilingual families will continue to receive support through our teachers of English as a Second Language (ESL) instructors. These supports include translation services, parent/guardian outreach, and individual student attention.
- ❖ **Personal Attention.** District employees realize that large and small scale communications are not personal. All employees will be expected to respond to personal requests and communications in a timely and personalized manner. Communications may include individual emails, phone calls, and video-conferences.



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### **Keeping Elementary Youth Safe (KEYS)**

The Audubon Board of Education continues to sponsor the KEYS program aimed at providing before and after school supervision for elementary children of Audubon Borough and Audubon Park. The District will be working with and permitting the Keep Elementary Youth Safe (KEYS) Program to run within Haviland Avenue and Mansion Avenue elementary schools. KEYS will be offered for registered students when they are attending in-person instruction (MT or RF) on afternoons only. There will be no morning KEYS at this time. Participants will be limited. Families will be able to apply for the lottery for their children. Applicants will be prioritized in the following order; 1) First Responders, 2) Caregivers that Work Outside of the Home, and 3) Work From Home status. Siblings will be co-assigned; in other words, if a sibling is chosen, their sibling will be offered a spot as well. In order to be considered, the students will need to be able to follow all KEYS procedures and protocols as well as CDC guidelines; students must social-distance and wear a face mask as directed. More information will be shared by KEYS.

### **Quality Child Care**

Child care will be needed as schools reopen, particularly in instances where modified school schedules may increase the likelihood that families that otherwise would not utilize child care will now require it. The District will reach out to child care providers in order to communicate the school’s modified schedule. A listing of available and interested childcare providers will be added to this plan and included on the District website under the Reopening Plan tab.

### **School Funding**

The pandemic has presented fiscal challenges to the District. The School Business Administrator has closed out the FY20 budget year and FY21 budgets we finalized prior to the initial school closure. As a result of the budget process many if not all of the needs listed in the APSD Restart & Recovery (Reopening Plan) were not considered or factored into the original budget. It is important to note the District State Aid from time of budget closure to the formal opening of the 2020-2021 school year decreased by \$159,573.00. In addition, the use of CARES monies was directed and did not necessarily follow the original budget lines for FY 21 leaving the District with a minimal shortfall of \$28,635.00. CARES, FEMA, and State Aide is elaborated on in this section of the Plan.

In order to safely open our schools for in-person instruction, the District needed to purchase items not needed in the past (e.g. cleaning supplies, personal protective equipment, physical barriers, signage, etc.) and is experiencing an impact from the increased demand for previously purchased goods and services. In other words, items are difficult to find and/or prices have increased. However, the District is collaborating to create new arrangements that will allow us to



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purchase items at a lower cost by either purchasing through an established State contract or through a cooperative purchasing consortium. The District will continue to keep abreast of expenditure needs as they are impacted by guidance, legislation, and new regulations as well as available monies through state, federal, or other outside resources.

Use of Reserve Accounts, Transfers, and Cashflow

The District will consider making expenditures from various accounts or over budget line items to meet unanticipated costs and to manage their cash flow. The District may be able to use funds on deposit in their emergency reserve accounts to finance unanticipated expenses that arise as a result of the COVID-19 pandemic. The District will seek the Commissioner’s approval to make a withdrawal from this account, if it becomes necessary. All budget actions that have statutory requirements will be followed both in practice and timelines in order to ensure the health and safety of our faculty, staff, and students.

Elementary and Secondary School Emergency Relief Fund

The federal “Coronavirus Aid, Relief, and Economic Security” (CARES) Act established the Elementary and Secondary School Emergency Relief (ESSER) Fund to provide direct money to school districts and provide funding to support areas impacted by COVID-19. Under the law, \$310.4 million has been allocated to New Jersey, the majority of which will in turn be provided to school districts through subgrants. The District was allocated \$130,938.00 in CARES money. The District has applied for, submitted, and had been approved these monies as guided by the possible allocations lines, e.g. purchasing of additional educational technology, staffing supports for impacted students and student groups, and supplies for cleaning. These monies did not cover the loss in stated aid as they were used in the directed lines which do not necessarily match the original FY 21 budget lines.

Federal Emergency Management Agency - Public Assistance

The Federal Emergency Management Agency (FEMA) administers the Public Assistance program, which reimburses 75 percent of eligible expenses that are a direct result of the declared emergency (in this case, the COVID-19 outbreak). Districts can apply for assistance through the website maintained by the New Jersey Office of Emergency Management. The District will be submitting for \$130,000.00 in FEMA appropriations in mid-August. These monies will be spent on cleaning supplies and resources (e.g. additional staffing). The District will most likely apply for additional monies under FEMA.

State School Aid

In the wake of the COVID-19 public health emergency, State revenues have declined precipitously. This revenue loss necessitated modifying the State school aid proposal for the



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upcoming school year that had been released on February 27, 2020. Audubon had an initial appropriation of State Aid of \$9,130,992.00. This was amended to \$8,971,419.00 over the summer almost 6 months from the posting of the original allocations. The Audubon Public School District has focused their efforts within this Reopening Plan with a shortfall in State Aid of \$159,573.00.

### **Communication**

The District administration will continue to use the School Messenger system to communicate via phone, email, and phone messaging. District social media sites ([Facebook](#), Instagram (audubonps), YouTube, and [Twitter](#)) will be used to capture and celebrate school events and student learning. Genesis and Google Classroom are the best ways for students and parents/guardians to keep abreast of schedules, learning assignments, grades, and school updates. Teachers are available for virtual office hours on most Wednesdays and may communicate via email, phone, and/or video conferencing depending on circumstances, needs, and preferences. Emails are an effective means of communication with District employees. All stakeholders are encouraged to check their emails regularly for school communications.

### **Video Conferencing Etiquette**

District employees and students must follow the District’s Acceptable Use Policy and Board of Education Policies and Regulations when using technology. This includes the use of district devices, digital curriculum resources, educational licenses, internet and streaming resources, etc. Students are prohibited from altering, capturing, and/or distributing any video or digital images of classmates and/or District employees.

Students will find that the synchronous (live streaming) and at times the asynchronous (pre-recorded) lessons the most productive when they arrive on time, dress appropriately, select a location that is conducive to synchronous learning, remain in one spot throughout the lesson, do not interrupt the teacher or their peers, limit eating and drinking during the active session, keep themselves on mute when not commenting or directly participating. Students are to limit the interactions with and disruption from siblings, parents, and pets. Synchronous learning is streamed live and typically includes the use of video and audio.

Parent participation in video lessons is to be limited in order to protect the privacy of our students and preserve the integrity of our synchronous (live) lessons. If a student needs assistance when accessing on-line portals, please contact your child’s teacher and building principal(s) for further guidance and support. The District appreciates the support of adults or older siblings when tackling student technical difficulties in the primary grade levels. Parents and guardians may be quiet observers with teacher approval on an as needed basis. Synchronous



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lessons typically involve two-way camera and audio usage; the teacher and peers can see and hear what is happening in the home. Students (and guardians) are to maintain the confidentiality of other students in lessons (small group and/or class). Synchronous lessons are not to be recorded by students or their caregivers.

### **Technology**

Access to technology devices and WiFi are integral to the success of the District Hybrid Model. The District participates in the federal E-rate program, which provides schools and libraries with funding support for high-speed broadband connectivity and internal connections equipment. When possible purchases are made through cooperative contracts available from the State of New Jersey, New Jersey School Boards Association, County Cooperative Contracts, and County Educational Services Commissions to procure technology and connectivity services. The District currently has devices for one-to-one access for faculty and students.

All of the District devices were cleaned, repaired, and updated over the summer. Students in all grade levels have access to District Chromebooks. Students receiving financial support via Free and Reduced Lunch will be provided with applications for Comcast’s Internet Essential (~\$9.95/month) and Verizon’s Lifeline Discount (~\$9.25/month) programs for internet access. These programs do not require a contract, credit check, or in-home installation. At times of need, internet service providers may provide free WiFi access. For the 2020-2021 school year, parents will be sent these contracts once the district has secured the FDA’s approval to provide lunches for these students during a directed school closure.

District devices that are malfunctioning may be swapped for a working device at the student’s school of attendance. Students are to contact their classroom (PK-6) and homeroom (7-12) teacher and the building principal if they are having technology difficulties. Communications should include the parent/guardians first and last name, contact number, email, student’s first and last name, student’s ID number, and a detailed description of the problem. Teachers can make a request through the dashboard system. All technology repairs will take place in a timely manner.

The District will conduct periodic surveys of faculty, staff, students, and parents in regards to technology needs including training sessions and the physical maintenance of equipment. District level and building-based technology leaders will be identified in order to facilitate the needed training sessions and at times repairs; we have district-based technology staff to maintain the district infrastructure. Targeted professional development and learning sessions will be set for faculty, staff, students, and parents/guardians. Staff include administrative assistants, custodians, maintenance personnel, and substitute teachers. Updates to the District website have begun in order to support the Hybrid In-Person and Remote Learning models.



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**The Ever-Evolving Plan**

The Restart & Recovery (Reopening) Plan Committee, administrative team, and Board of Education would like to thank everyone for their role in developing this Plan for our school community. Please be sure to reach out to an administrator, classroom teacher, committee member, school counselor, school nurse, etc. if you have comments, questions, or suggestions. This plan will continue to adapt and evolve.





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**References & Appendices**

New Jersey Department of Education, “[The Road Back: Restart and Recovery Plan for Education.](#)”

[New Jersey Department of Health: COVID-19 Public Health Recommendations for Local Health Departments for K-12 Schools](#)

Strauss Esmay, “Guidance Document for Mandatory Board of Education Policy 1648”

Audubon Public School District [Board of Education Policy 1648](#).

Center for Disease Control & Prevention, “[Back to School Decision Making Tool.](#)”

[United States Department of Labor: Family and Medical Leave Act: Employee](#)

[United States Department of Labor: Family and Medical Leave Act: Family Member](#)

[Audubon Public School District: Application for an Accommodation/Leave](#)

[Families First Coronavirus Response Act: Employee Paid Leave Rights](#)

[What NJ Workers Need to Know About the Families First Coronavirus Response Act](#)

[Common Sense Media](#)

[Personal Protective Equipment for Faculty & Staff](#)

[Personal Protective Equipment for for Students](#)

[Parent/Staff Notice of PPE Accommodations](#)

Audubon Public School District: Screening Waiver for Faculty, Staff, and Students

Failed Temperature Check: Faculty, Staff & Students

Audubon Public School District: Screening Waiver for Visitors



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Failed Temperature Check: Visitors

[COVID Flow Chart with Degrees of Separation for Schools](#)

[Response to COVID Cases Scenarios Actions Communications](#)

Letter Informing Faculty, Staff, and Parents/Guardians of Possible Contact

Letter Informing Faculty, Staff, and Parents/Guardians of a Confirmed Case (Red)

Letter Informing Faculty, Staff, and Parents/Guardians of a 1<sup>st</sup> Degree Case (Orange)

Letter Informing Faculty, Staff, and Parents/Guardians of a 2<sup>nd</sup> Degree Case (Yellow)

[Audubon Junior Senior High School Return to Athletics and Activities Plan](#)

[National Federation of Sports: Guidance for Bands](#)