

Audubon Public School District

350 Edgewood Avenue

Audubon, New Jersey 08106

856.547.7695



School Health-Related Closure Plan 3.0

Original Board of Education Approval:

March 18, 2020

Revision 3.0 Board of Education Approval:

Tentative June 10, 2020

Acknowledgements

Audubon Public School District Board of Education

Mr. James Blumentsein, President

Mrs. Ammie Davis, Vice-President

Mrs. Tarra Butrica

Mrs. Pam Chiardia

Mrs. Allison Cox

Mr. Ralph Gilmore

Ms. Gina Osinski

Mr. Joseph Ryan

Mrs. Nancy Schiavo

Mr. Jeff Whitman

Administration

Dr. Andrew P. Davis

Superintendent of Schools

Mrs. Deborah Roncace

Business Administrator

Mr. Shamus Burke

Director of Curriculum & Instruction

Ms. Noelle Bisinger

Supervisor of Special Education Services

Mr. Harry "Bud" Rutter

Director of Buildings & Grounds

Mr. Robert Buchs

Principal, Audubon Junior-Senior High School

Ms. Bonnie Smeltzer

Principal, Mansion Avenue Elementary School

Mrs. Adrienne McManis

Principal, Haviland Avenue Elementary School

Ms. Kelly Reising

Director of Student Personnel Services

Mr. Anthony Carbone

Director of Athletics

Mr. Frank Corley

Vice Principal, Audubon Junior Senior High School

Mr. Eric Miller

Assistant Principal, Audubon Junior Senior High School

Mrs. Kimberly Vencius

NutriServe Manager

Faculty & Staff

Mr. Michael Stubbs

Teacher of Industrial Arts, AEA President

Mr. Ron Latham

Teacher of Mathematics, AEA Vice Presidents

Mrs. Dawn Bentley

Administrative Secretary

Mr. Michael Tomasetti

Counselor, Audubon Junior-Senior High

Mrs. Kathy Giambri

Teacher of Technology, Mansion Avenue Elementary School

Mrs. Francine Bechtel

Interventionist, Haviland Avenue Elementary School

Table of Contents

Board of Education Approval Documentation.....i

Acknowledgements & Committee Signature Page.....ii

Table of Contents.....iii

Appendices List.....iv

School Health-Related Closure Preparedness Plan

Executive Summary.....1

 District Mission Statement.....1

 Overview.....1

District Demographics.....2

Employee Responsibilities.....2

 Administration.....3

 Business Office Personnel.....3

 Faculty.....3

 Maintenance.....3

 Nursing.....3

 Secretaries.....4

 Staff.....4

Equitable Access to Instruction.....	4
Staff Preparation, Training, and Practice.....	4
Administrative Oversight.....	5
Instructional Alternatives.....	5
District Delivery Expectations.....	6
Delivery Expectations by School.....	7
Haviland PreK-2.....	7
Mansion 3-6.....	8
Audubon Junior-Senior High School.....	8
Attendance.....	9
Large Group Gatherings.....	10
Athletics and Extracurricular Activities.....	10
Field Trips.....	10
KEYS.....	11
Special Education and Related Services.....	11
English Language Learners.....	12
Assessment Schedules.....	12
Assessment of Learning Loss.....	12
Expectations.....	12
Virtual Assessments.....	13

Reliable Assessments.....	13
Assessing Curriculum/Pacing/Instruction.....	13
School Nutrition Benefits.....	13
School Cleanliness and Disinfection Protocols.....	15
Student Social-Emotional Health.....	16
Summer Services.....	16
Extended-School Year.....	16
Twenty-First Century Programs.....	16
Assessment of Credit Loss.....	17
Extended Learning Opportunities.....	18
Class of 2020 Graduation & Recognition.....	18
Pre-recorded Graduation Ceremony.....	18
Senior Spotlight.....	18
Message Board & Front Lawn Signs.....	18
Project Graduation.....	19
Senior Athletic Recognition.....	19
8th Grade Moving Up Ceremony.....	19
Community Partnerships.....	19
Appendices.....	20

Essential Employee Contact Information.....21

List of Appendices

[NJ Health: Managing Students \(travelers\) Returning from China \(February 2, 2020\)](#)

[NJ Health: Monitoring and Movement Guidance \(February 11, 2020\)](#)

[NJ DOE Checklist for Emergency School Closures \(March 3, 2020\)](#)

[NJ Health: Guidance for Child Care and K-12 Schools \(March 4, 2020\)](#)

[Department of Education, Broadcast Memo \(March 5, 2020\)](#)

[United States Department of Education: Assessment Fact Sheet \(March 12, 2020\)](#)

[APSD Policy & Regulation 2412 - Home Instruction Due to Health Condition \(M\)](#)

[APSD Policy & Regulation 4212 - Attendance Support Staff \(M\)](#)

[APSD Policy & Regulation 7420 - Hygienic Management \(M\)](#)

[APSD Policy & Regulation 8451 - Control of Communicable Disease \(M\)](#)

[Google Classroom Directions](#)

N.J.A.C. 6A:16-10.1

N.J.S.A. 18A: 7F-9

[NWEA Covid Slide Webinar](#)

Essential Employee Contact List

School Health-Related Closure Preparedness Plan

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

The closing of schools is not to be taken lightly. Public Schools across America are familiar with climate related closures varying from snow fall to unseasonably hot temperatures. Closures due to more severe weather conditions such as hurricanes and tornadoes are less common. Electrical outages and other building related closures occur at times as well. This plan addresses health-related closures and preparedness.

“School Closures” are unlike a typical lost day of instruction. During a school closure instruction occurs in a virtual format and/or through pre-planned lessons and supporting resources, i.e. remote learning environment. Remote learning can include but is not limited to online learning, asynchronous learning, digital learning, blended learning, and paper-pencil instruction. While most students are excluded from on-site instruction, essential faculty, staff, and administration may work within district facilities. It is understood that this instruction may not meet the needs of all students and this plan includes the expectation to accurately document any legally obligated student supports.

When under an order for and/or in preparation of a potential school closure all school communications will be reviewed by the Superintendent of Schools. The District website hosts previously shared and pertinent information regarding health-related closures and preparedness plans. Most communications will originate from the Superintendent’s office.

The following School Health-Related Closure Plan, includes the planning, preparation, and safe delivery of instruction through a remote learning environment, while considering equitable access to services and access to food for our identified students. The plan

includes supporting documents as well as transition supports for our students and their families upon return to on-site instruction.

District Demographics

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

Employee Responsibilities

It is the expectation of the Audubon Public School District that all employees may work on-site at times throughout the school closure. If directed by the Center for Disease Control (CDC), Local Health Department (HD), New Jersey Department of Education (NJDOE) or any other high ranking official (Governor, President), to close schools, non-essential employees may work digitally from an off-site location. Essential employees that may work on-site will include but are not limited to administration, business office personnel, maintenance department staff, and technology support. Child Study Team members may be required to work on-site as well. On-site work will be at the discretion of the Superintendent of Schools under guidance by the aforementioned officials.

Attendance and “work” will be monitored and documented by the employee’s direct supervisor and shared with the Superintendent. All faculty and staff are to follow the guidance of health officials when considering their ability to work, i.e. if an employee has been exposed to a

confirmed case of an infectious disease and/or a carrier and they are exhibiting symptoms, they are not to report to work. When on a directed “school closure” all ‘working’ employees will be compensated as usual. If a staff member is placed on quarantine based on medical recommendations, the staff member may be compensated as usual (e.g. able to instruct/work remotely), be placed on paid sick leave (Workmans Compensation and/or FMLA), use accumulated sick days, or may be documented for days without pay (staff members out of personal and sick days). The District will follow the guidance provided by the NJDOE, solicitor, NJEA, and NJPSA in order to assure all staff our afforded their due compensation.

Administration

Administrators are essential employees and will be required to work on-site unless otherwise directed by the Superintendent. The building principals are the point of contact for parent concerns including but not limited to lesson access, technology issues, and meal needs. Over a prolonged school closure, administrators may be granted permission to work from alternate locations over the course school day or week.

Business Office Personnel

Business office personnel are essential employees and will be required to work on-site unless otherwise directed by the Superintendent. Over a prolonged school closure, business office personnel may be granted permission to work from alternate locations over the course school day or week.

Faculty

Faculty will be required to work on-site unless otherwise directed by the Superintendent. Faculty may be permitted to work an abbreviated schedule permitting some work to be completed off-site. When the school closure is a result of an infectious disease outbreak, faculty access to schools may be limited or halted.

Maintenance

Custodial and maintenance staff are essential employees and will be required to work on-site unless otherwise directed by the Superintendent. Maintenance may be able to alter their shift time if permitted by their direct supervisor, Building Principal, Business Administrator, and Superintendent; school facility access will impact the flexibility of maintenance schedules.

Nursing

School nurses will be required to work on-site unless otherwise directed by the Superintendent. Nurses may be permitted to work from alternate locations over the course school day or week. School nurses will assess concerns, contact medical

professionals, the health department, and school doctor, and make recommendations to their Principal and the Superintendent. Nurses along with building secretaries will track and monitor absence rates. Staff absence rates will be monitored by the Secretary to the Superintendent. The Principal in consultation with the Superintendent, will make initial determination about student attendance in school. When the school closure is a result of an infectious disease outbreak, nurse access to schools may be limited or halted.

Secretaries

Secretaries will be required to work on-site unless otherwise directed by the Superintendent. Secretaries may be permitted to work from alternate locations over the course school day or week. Building secretaries along with building secretaries will track and monitor absence rates. Staff absence rates will be monitored by the Secretary to the Superintendent. When the school closure is a result of an infectious disease outbreak, secretarial access to schools may be limited or halted.

Staff

Staff will be required to work on-site unless otherwise directed by the Superintendent and include General Aides, Instructional Aides, and Special Education Aides. Staff are to report to and work under the guidance of the certificated staff member(s) they are assigned. Tasks may include locating and developing supplemental and/or modified resources for differentiated instruction, assignment review, etc. As a walking district, Audubon bus drivers are not required to work. Drivers may be asked to provide transportation for Out-of-District students in order to assist our contracted service providers through the Camden County Educational Services Commission; as hourly employees contracted by job, they may decline. When the school closure is a result of an infectious disease outbreak, staff access to schools may be limited or halted.

Equitable Access to Instruction

Staff Preparation, Training, and Practice

When planning for remote learning environments, our faculty and staff considered the individual grade and appropriate learning needs of our students as related to the New Jersey Student Learning Standards. Each of our student's needs cannot be met in the same (equal) way. A myriad of means in which the Audubon Public School District is attempting to provide each student with what they need to be successful, are presented below.

All faculty and staff have been trained to use Google Classroom. District-wide Classrooms were set up during the week of March 9, 2020. Moving forward, this will be an expectation in

September. In addition, all students and parents have been trained to access these virtual-classrooms. Paper (Directions: [Students](#) and [Parents](#) and digital ([Students](#) and [Parents](#)) have been shared in order to provide on-going support for our students and their caregivers. There are many things that educators can do with Google Classroom to support student's learning (<http://blog.whoosreading.org/8-things-you-didnt-know-google-classroom-could-do/>).

Google Meet directions and guidance will be shared with all faculty and staff during the week of March 16, 2020. In the future, this training will occur yearly in September. Classroom teachers will present this information during Open House and administration and department leads will hold yearly parent trainings. Paper ([directions](#)) and digital ([videos](#)) will be shared in order to provide on-going support for our students and their caregivers, in order to provide the strongest remote learning environments.

Students in grades 3 through 12 have access to District Chromebooks. Students in grades PreK through 2 that do not have access to a device at home, will be provided a District Chromebook during a school closure. 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 2019-2020 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 on designated dates and times at the student's school attendance. All technology repairs will take place at the Junior-Senior High School.

Administrative Oversight

The District Administration will create and maintain a daily and weekly schedule in order to assign time in which staff are available for "digital office hours" as well as Google Meets. The purpose for these schedules is to minimize the overlap of instruction for students when engaging in their virtual learning lessons. The schedules will also decrease the redundancy of lesson delivery for teachers. Schedules for remote learning will be available on the district website as well as in the Google Classrooms.

Instructional Alternatives

The Audubon Public School District offers a plethora of digital platforms for our teachers and students. The resources bulleted below will be used across the disciplines in order to pre-teach, teach, and re-teach the New Jersey Student Learning Standards:

- ★ Annotate
- ★ Brain Pop!

- ★ Discovery Education
- ★ Google Add Ons and Extensions
- ★ Google Meet and Hangout (et. al. Microsoft Teams, Skype, Zoom)
- ★ IXL
- ★ Khan Academy
- ★ Learning A to Z
- ★ My Math (enVision)
- ★ Reflex Mathematics
- ★ Scope/Storyworks
- ★ Screencastify
- ★ SeeSaw
- ★ Go Formative

District Delivery Expectations

All teachers are expected to have and maintain a Google Classroom as the platform for housing instructional activities, recorded lessons, assignments, etc. Digital platforms such as Annotate, Google Slides (voice over), PowerPoint (voice over), Screencastify, and YouTube/Teacher Tube provide recording capabilities so that teachers may pre-record and store their lesson for future use and student access. The District offers training opportunities throughout the year in order to maintain the teacher's and student's ability to attack and tackle Future Ready skills. Grades will be entered weekly on the Genesis system to keep the academic progress of all students current for students and parents/guardians.

Office Hours for our instructional staff are posted. Students and parents are able to reach out to our teachers by email, an editable Google Document, and/or Google Meet. More specific information is shared by individual teachers directly to the student's parents/guardians as platform preference varies.

All core content area teachers in grades PreK-6 are required to provide 4 days of instruction and 1 day for students to catch up on assignments, guided assistance, and work on special areas. Special area teachers in PreK-6 are required to provide 1 lesson per week per grade level. These lessons may be refined overtime and are to address the grade level New Jersey Student Learning Standards (NJSLS) for their instructed Course(s). For example, an elementary teacher would have four (4) lessons for English Language Arts and Mathematics and four (4) lessons in either Science or Social Studies sixteen (16) direct instruction lessons in total. Grade and content level teams will collaborate and coordinate in order to provide continuity and consistency in the

remote learning experiences. The remote environment will consist of a minimum of 10 hours of combined instruction and/or learning opportunities.

Student engagement and completion of assignments will be monitored by the classroom teachers and shared with and reviewed by counselors and administration in order to accurately account for student attendance during a school closure. Just as students receive grades and instructional feedback from teachers when the buildings are open, students will receive grades and instructional feedback when they are receiving remote learning. Counselors also meet with students in small groups and individually to monitor student engagement, help students remain organized, and prioritize their assignments just as they would if school was in session. See “attendance” for information regarding the support offered by School Counselors.

Paper-pencil and other means of delivery are expected for each of these lessons as well. Not all of our students have access to internet-based resources and at times, there may be periods of extended power outages. Delivery methods in the Audubon Public School District include school pick up and individual family delivery if needed. Student engagement and completion of assignments will be monitored by the classroom teachers and shared with and reviewed by administration in order to accurately account for student attendance during a school closure. School is in session: Just as students receive grades and instructional feedback from teachers when the buildings are open, students will receive grades and instructional feedback when they are receiving remote learning.

The delivery of instruction through remote learning environments will be fluid and adapt to the situation, staff, and student needs in times of school closures. Regardless, instruction is expected to be meaningful and adhere to the curriculum.

Delivery Expectations by School

Haviland (PK-2)

Teachers who are assigned to students in grade PK-2 are required to post daily office hours five days a week. All teachers are required to maintain a Google Classroom as the platform for housing instructional activities, recorded lessons, assignments, links for additional support, etc.. Teachers have two or more virtual meetings with reading and math groups during the week. Students who are struggling, meet with the teachers for an hour daily. This includes basic skills, special education, RTI, and any other student who the staff deems as “struggling”. Basic skills teachers and RTI staff collaborate in order to ensure consistency and continuity for all remote learners. Differentiate learning takes place on an individual or small group meeting throughout the school week across reading, writing, and math. RTI staff works with struggling learners in addition to the classroom teachers. These staff members are able to provide fluid instruction to

meet individual student needs as well as provide instruction on the students' current level. Students' independent work is monitored by certificated staff members, daily. Students are given immediate feedback and guidance on a daily basis.

Both instructional and special education aides at Haviland are engaged daily with student meetings. These support staff members are also taking part in creating support videos and assisting students and families with activities and giving support guidance.

Mansion (3-6)

Teachers who are assigned to students in grades 3-6 are required to post daily office hours five days a week. All teachers are required to maintain a Google Classroom as the platform for housing instructional activities, recorded lessons, assignments, links for additional support, etc. Teachers have a whole class meeting each day, and provide live instruction at that time. Then, teachers and academic support teachers and staff provide small group and/or individual instruction daily via Google Meet based on students' needs and instructional levels. Teachers and support staff collaborate weekly to share ideas and to plan for advancing students in the curriculum the next week. Teachers leave detailed feedback on all assignments, and students revise their work as part of the learning process. Students also receive support on any independent assignments, either through contact with teachers or support staff daily.

Both instructional and special education aides at Mansion are engaged daily with student meetings. Some are running small instruction groups and/or 1:1 Google Meetings with struggling students.

The Positive Behavioral Intervention and Supports (PBIS) Committee has planned many virtual activities for both students and staff in an effort to keep school spirit alive and to boost morale. Individual teachers are hosting fun events for students outside the school day in order to keep connected with positive relationships. Every day we send an email to students with a good morning message, and the counselors post morning announcements that include the Pledge of Allegiance each day. Students can take advantage of the counselor Google Classroom to participate in self-care activities, and the Principal's Classroom to share thoughts on various topics and to participate in fun activities. Our PTA created student videos to simulate ROAR rallies and even provided an enrichment assembly online. All this serves to support students socially and emotionally as well as keep our community together even though we are virtually learning.

Audubon Junior-Senior High School (7-12)

Teachers, at Audubon Jr.-Sr. High School, are required to provide the equivalent of 5 days worth of combination instruction and guided practice. For example, a teacher may provide new

instruction for 3 days and then allow for two days of guided practice. However, teachers are expected to use discretion based on the needs of the students and the content of the course. There may be lessons that include projects, presentations or other multi-day activities that may differ from the specified days of instruction. Teachers are not to exceed 2 hours of remote learning experiences per course. Departments will collaborate and coordinate in order to provide continuity and consistency in the remote learning experiences.

All teachers are expected to have and maintain a Google Classroom as the platform for housing instructional activities, recorded lessons, assignments, etc. Digital platforms such as Annotate, Google Slides (voice over), PowerPoint (voice over), Screencastify, and YouTube/Teacher Tube provide recording capabilities so that teachers may pre-record and store their lesson for future use and student access. The District offers training opportunities throughout the year in order to maintain the teacher's and student's ability to attack and tackle Future Ready skills. Grades will be entered weekly on the Genesis system to keep the academic progress of all students current for students and parents/guardians.

All teachers have posted office hours. Students and parents are able to reach out to our teachers by email, an editable Google Document, and/or Google Meet. More specific information is shared by individual teachers directly to the student's parents/guardians as platform preference varies.

Student engagement and completion of assignments will be monitored by the classroom teachers and shared with and reviewed by administration in order to accurately account for student attendance during a school closure. Just as students receive grades and instructional feedback from teachers when the buildings are open, students will receive grades and instructional feedback when they are receiving remote learning.

The delivery of instruction through remote learning environments will be fluid and adapt to the situation, staff, and student needs in times of school closures. Regardless, instruction is expected to be meaningful and adhere to the curriculum.

Attendance

Students attendance is determined by participation and completion of assignments during the school closure. Teachers account for student participation daily and accumulate and determine attendance on a weekly basis. Students that are not completing assignments are contacted by the teacher, school counselors and/or case managers, and then administration. The School Counselors are integral members of the team and have worked tirelessly to support our struggling students and their families. Administration reviews attendance concerns weekly and confers with the Superintendent regarding any concerns and outliers. Communications to students and families include emails, Google Classroom updates, and phone calls. The Audubon Police are contacted when students and families are not responsive in order to conduct a wellness check. At times, the Department of Child Protection and Permanency are contacted to provide

support; families with open cases are monitored closely by school counselors and/or case managers.

Large Group Gatherings

The Audubon Public School District will follow the advice of the CDC, HD, and NJDOE when it comes to staff and student attendance and participation in large group gatherings. In times of potential health-related closures, these activities will be limited, postponed, and/or chunked into smaller gatherings but they will not be stopped altogether unless so advised.

Athletics and Extracurricular Activities

During the time leading up to a potential school closure, athletic and extracurricular activities will receive guidance from the supervisor of the activity lead (e.g. Director of Athletics, Principal), through consultation with the Superintendent and the authorities. Examples of modified activities include the limiting of group size (less than 100 people gathering) and event type (approved practices but no scrimmages and/or school versus school competitions). During a school closure, all athletic events & practices and other extracurricular activities are cancelled. Coaches and advisors will provide athletes and group members with virtual training plans and at home activities. In addition, coaches and advisors are working as another layer of support for students and their families. School recreational facilities will be closed during a school closure.

Field Trips

During the time leading up to a potential school closure, field trip supervisors will receive guidance from their principal or supervisor, through consultation with the Superintendent and the authorities. Field trips may occur prior to a school closure. During a school closure, all field trips are cancelled.

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. KEYS operates in each elementary school and coincides with the school calendar. During a school closure, KEYS is cancelled.

Special Education and Related Services

Individualized remote learning lessons have been adapted for each of the District's students based on their academic, functional and developmental needs. Accommodations and modifications follow the student's Individual Education Plan. During a school closure, parents

have also been presented with means to support related service therapies at home, e.g. detailed directions, *home-based* activities, modeling. The supports and services outlined in students' IEPs will be implemented to the greatest extent possible and 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 are delivered through a variety of modalities including online tools and platforms, electronic communication, and paper-based materials/activities. Delivery of related services was updated to include telepractice, immediately following the emergency revision released by the DOE on 4/1/20.

The district personnel has created a list of students with extraordinary or unique needs, e.g. medically fragile, exceptional needs. Parents of students requiring these services will be contacted by the Department of Student Personnel Services and/or the Child Study Team once additional guidance is received. All service providers monitor and record delivered and missed services. Necessary and appropriate compensatory services will be provided as soon as possible during or after the formal school closure. Student progress monitoring, according to individual goals and objectives, is ongoing and recorded. Parents continue to receive progress reporting according to the details outlined in students' IEPs.

At times of school closures, parent communication and support are paramount. Periodic updates from the Supervisor of Special Education are sent to parents via electronic and/or standard mail including general updates regarding school closure and special considerations for special education students, Child Study Team contact information, individual progress monitoring, individual academic concerns, and applicable parent or community support resources.

Child Study Team members and related service providers provide continued consultative support to parents via multiple communication platforms, including but not limited to phone and email. Child Study Team meetings, including identification or referral meetings are performed remotely using conference call options. Evaluation and reevaluations that can be conducted remotely are being completed. Evaluations that cannot be completed remotely are postponed until state safety limitations enable proper testing environments. 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.

The Supervisor of Special Education Services and the Child Study Team department personnel follow the same procedures as a declared school closing (e.g. snow day). Communication between district and out of district placement schools is frequent and ongoing, in an effort to maintain collaboration and support for this population. Special services providers and/or

contracted specialists are working in consultation with the Child Study Team in order to assure accurate accounting and delivery of services.

Given the current social distancing requirements, Extended School Year (ESY) will be provided via remote virtual learning. Aligned with students' goals and objectives, ESY programming will utilize multiple instructional and related service delivery modalities including virtual learning, electronic communication, telepractice, and paper-based activities and materials. Case managers and related service therapists will provide ongoing consultation to parents and teachers to support and facilitate services in the home.

English Language Learners

The district English as a Second Language teacher is performing the duties of any teacher in the District in that they write lessons, plans, create hands-on and digital learning experiences, assess students, and work collaboratively with their colleagues so that identified ESL/ELL students and their families have access to school communications and lessons in their native language.

Teachers of ESL/ELL focus on the areas of listening, speaking, reading, and writing and use cross-content area experiential learning to make connections to the students native language, present learnings, and the English language. Their expectations mirror those of classroom teachers. They also work along with the classroom teachers to deliver aligned remote learning experiences for their students. At times they may locate and develop supplemental and/or modified resources for differentiated instruction, assignment review, etc. The ESL teacher conducts regular communication with students and their families.

Assessment Schedules

The Audubon Public School District is monitoring their in-house and State mandated assessment schedules and requirements. The district will also modify and adapt assessment schedules as per the United States Department of Education Assessment and Accountability guidelines during times of school closures. Only (modified)College Board Advanced Placement tests were administered. The District eliminated all Junior-Senior High School exams and has limited the use of standardized multiple-choice fill-in-the-blank types of assessment and has opted for more project-based and performance style assessments.

Assessments of Learning Loss

Expectations: Throughout a school closure, students continue to receive standard aligned instruction in a virtual setting. However, research (Northwest Evaluation Association, Khan Academy, see Appendix) suggests that discrepancies evident in ‘summer slide’ will be exacerbated during the extended 2020 school closure: those students that typically present greater learning loss are expected to present even greater learning loss than typical. As with ‘summer slide’, mathematics is expected to be an area where students will struggle to maintain learning gains made in the 19-20 school year.

Virtual Assessment: Producing valid and reliable data from academic assessments in a virtual setting is problematic at best. While the assessments we traditionally use are certainly valid (MAP Growth, DRA, Foundations, etc.), the reliability of testing environments and the ability of the scorer to truly observe the student is difficult. For example, a teacher assessing reading fluency has some students working in settings conducive to instruction and assessment and some students working in settings not conducive to instruction and assessment. Another example which teachers have encountered is that some parents coach the student through the assessment. Regardless of the reason, assessments not given in a controlled environment tend to produce unreliable data with which to make decisions.

Reliable Assessments: When students return to school, teachers and interventionists will allow some time for students to become reacclimated to school prior to assessing learning loss. Teachers and interventionists will then use multiple measures to determine what skills sets need to be addressed. Some of these assessments include Measures of Academic Progress (MAP) Growth for English Language Arts and math, Developmental Reading Assessment (DRA), and district developed common assessments (using AchieveNJ templates and processes).

Assessing Curriculum/Pacing/Instruction: Throughout the close of the 2020 school year and the 2020 summer, the district will be reevaluating pacing guides and curriculum maps. Knowing that the research suggests we should expect greater than normal learning loss, staff members are considering curriculum adjustments that will allow for more dedicated focus on the most important parts of any given standard. Staff members are also considering pacing adjustments that allow for more time for review of prerequisite skills and content. Furthermore, staff members are considering what Tier 1 interventions they will have to refine during instruction.

School Nutrition Benefits

The New Jersey Department of Agriculture (NJDA) has submitted a waiver request to the United States Department of Agriculture (USDA) to permit school districts to serve meals to eligible students during school closures due to the Novel Coronavirus (COVID-19). The request seeks a

waiver of requirements typically associated with the Summer Food Service Program (SFSP) and Seamless Summer Option (SSO) to allow schools to provide meals to eligible students during the period of school closure. Specifically, NJDA seeks permission to allow schools enrolled in the SFSP or SSO to provide meals to eligible students in non-congregate settings, as well as create a shortened application process for those districts not currently enrolled in SFSP or SSO. In anticipation of the USDA's approval of NJDA's waiver request, NJDA is preparing the necessary applications for those school districts not currently participating in the SFSP or SSO that would permit them to operate these programs during COVID-19-related closures to ensure uninterrupted meal service for eligible students. Once available, districts will submit these applications to NJDA's Division of Food and Nutrition.

The Audubon Public School District is participating in the meal provision programs; updated to include any family impacted financially by the crisis. The District has made the appropriate plans to prepare for meal service during school closures. All students designated for receiving Free or Reduced lunches will have access to breakfast and lunch for all instructional days during a school closure; updated to include all families. The District has used the Centers for Disease Control's documents for guidance:

https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-for-schools.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fspecific-groups%2Fguidance-for-schools.html

In addition, the School Districts in Camden County have agreed to provide lunches for qualified students attending schools outside of their boundaries. For example, Audubon School Choice children who live in Camden City will be able to pick-up lunches at a Camden location during a county-wide school closure. In a district-based school closure, Audubon will deliver lunches to any families that cannot pick up their meals at the Audubon Junior-Senior High School.

The pick-up and delivery of meals has evolved over the course of the 2020 Closure from two days and two nights a week to once a week morning (10:00 AM through 12:00 noon) pick-up and deliveries. Social-distancing protocols are practiced for school pick-up and home delivery. School pick-up occurs outside of the Audubon Junior-Senior High School. The person picking up the meals provides the student's grade and name. Names are checked off a District list. The packages are placed at a nearby table so that there is no person-to-person or meal-to-meal contact. All meal handlers and family members must wear a mask and stay at least six feet apart. Meal delivery is limited to confidential employees. The staff delivering must wear a mask and gloves. After knocking on doors, items are left on the stoop for family pick up. Family participation has been consistent and has included about 5% of the total student population.

School Cleanliness and Disinfection Protocols

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.

In times leading up to and during school closures, additional custodial staff are scheduled, to complete the following additional duties as recommended by the CDC and DOH:

- Night time cleaning of every classroom and instructional space, student desks, touchpoints (faucets, door knobs, handrails, locker dials, turnstiles, water fountains), and high traffic areas (gym floors, library reading circles).
 - Daily cleaning of any room or facility (e.g. main vestibule, mail room) used during the closure. Cleaning includes the use of an electrostatic sprayer.
 - As faculty & staff close-up their rooms, they are also gathering student materials. Student items are labeled and placed on individual desks. All items are sprayed after the room is closed. The room remains inactive for up to 7 days and then the student items are packed, labeled, and delivered to a main distribution site by custodians.
- On-going frequent cleanings of doorknobs, handrails, turnstiles, and water fountains.
- Mid-day wipe down of every desk; solution must remain damp to be effective,
- Hand sanitizer stations in classrooms and offices; presently, items are backordered,
- Cleaning of athletic equipment and sports areas, daily before and after use, and
- Bus cleanings, prior to and after use.

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”),
- [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”)

Student closure practices have limited custodial/maintenance staff on-site work to one to two days a week for four (4) hour intervals. Staff work is staggered by time and location limiting personal contact with one another.

Student Social-Emotional Health

“When children and youth watch news on TV about an infectious disease outbreak, read about it in the news, or overhear others discussing it, they can feel scared, confused, or anxious—as much as adults. This is true even if they live far from where the outbreak is taking place and are at little to no actual risk of getting sick. Young people react to anxiety and stress differently than adults. Some may react right away; others may show signs that they are having a difficult time much later. As such, adults do not always know when a child needs help” (SAMHSA). The following guides offer suggestion for children, caregivers, guardians, parents, and teachers:

- National Association of School Psychologist - [Talking to Children About COVID-19 \(Coronavirus\): A Parent Resource](#)
- The National Child Traumatic Stress Network - [Parent/Caregiver Guide to Helping Families Cope with Coronavirus Disease 2019 \(COVID-19\)](#)
- [How to Talk to Your Kids About Coronavirus](#) - Public Broadcasting Service
- Substance Abuse and Mental Health Services Administration: [Talking with Children: Tips for Caregivers, Parents, and Teachers During Infectious Disease Outbreaks](#)

It is also important for educators to be mindful of Stigma Related to COVID-19 and other infectious diseases. “According to the CDC, “stigma and discrimination can occur when people associate an infectious disease, such as COVID-19, with a population or nationality, even though not everyone in that population or from that region is specially at risk for the disease.” In this climate, fear and anxiety surrounding COVID-19 can lead to stigma toward Chinese, other Asian Americans, and the Jewish Community. The NJDOE encourages all educators and members of the public to recommit to raising awareness of the deep educational and personal harm brought by stigma, bullying and harassment in our schools, and to spreading factual public health information without fear or stigmatization” (DOE Broadcast March 5, 2020).

Summer Services

Extended-school year will be available to students based on their Individual Education Plans. These services will be delivered remotely and/or the services will be documented for compensatory education.

Twenty-first century programs will include on-line resources previously cited; these contracts will be extended so that on-line access will be available to all students over the summer months (June, July and August). Supporting documents will be available for guardians, parents, and students.

Assessment of credit loss or shortages for high school students, emphasis placed on seniors, follows non-closure procedures and protocols. Students will be able to take remote classes through ARK Educational Services over the summer and/or complete the course work in the fall. It is important to note that District practice during closure included not penalizing students for minimal work during the final marking period; however, students needed to be engaged and completing assignments to the best of their ability. Counselors and the Student Assistance Coordinator have been reaching out to students as well as their parents regularly to encourage those students who are struggling during remote learning. They have utilized Google Meet or Zoom to have small group or 1:1 sessions on organization, prioritizing assignments, and how to advocate for themselves with teachers. Seniors who have chosen to remain disengaged despite repeated attempts by counselors, staff members, and administration will have an opportunity to remediate credit loss in July and will receive their diploma in August.

Extended Learning Opportunities: In K-6, Audubon Public School District maintains a robust Response to Intervention (RTI) program that allows staff to meet the needs of each individual learner. While many initial placements classroom placements in 20-21 will be made by maintaining basic skills supports for those students who received them in 19-20, staff will use the valid and reliable data from the assessments outlined above to ensure that Tier I and Tier II interventions are implemented. Tier I interventions include the use of data for flexible grouping by the classroom teacher. This data-based, flexible grouping allows teachers to target specific lapses in skills to specific students without ‘labeling’ students. Tier II interventions include the use of valid and reliable data to identify students for deeper interventions during the RTI block at both the lower and upper elementary schools. During this block, students that need enrichment receive instruction that deepens their engagement in rich instruction and tasks while students that need intervention receive instruction that targets their instructional needs. In grade 7, all students receive a ‘cycle’ class for math and a ‘cycle’ class for ELA that focuses on the skill sets needed to be successful in high school. These classes are in addition to the traditional ELA and math classes. In grade 9, students struggling in ELA and math receive a semester each of applied ELA and mathematics. These half-year classes reinforce the 9th grade ELA and math skills using pop culture, debate, projects and other engaging activities. Here, students hone their literacy and

math skills with the mental obstacles often associated with traditional math and ELA instruction. In grade 12, students who have not met the testing graduation requirement are enrolled in an ELA and/or math course designed to improve their basic skill set needed to pass the ASVAB while developing a portfolio to submit in lieu of passing a graduation test. Any available monies will be used to support staff training and salaries (e.g. Title I, Title II, Title III, Title IV, CARES, etc.)

Class of 2020 Graduation Recognition and Ceremonies

Senior events will include a pre-recorded graduation ceremony and senior farewell recognition program. For the graduation ceremony, each student and up to 4 family members will have the opportunity to register for a time slot where they will have their name announced, walk across the football field while parents are in the stands and then “receive” their diploma from the principal using an 8-foot table to maintain social distance guidelines. Parents will have the opportunity to take pictures of their graduate as well as family photos on the football field where the graduation ceremony typically takes place. Members of the Class of 2020 who will speak at graduation will also be recorded. These recordings will be combined in a video to be released on the night of graduation. Each family will also receive a personal DVD copy of the ceremony.

The senior farewell recognition program will also be pre-recorded and released the night before graduation. High School building administrators will read the awards, and as the recipient’s name is called their picture will appear behind the administrator on the auditorium stage. This is not unlike the actual program; students simply stand when their name is called. The principal will address the Class, and the Yearbook dedication will be pre-recorded and spliced together to create a cohesive program. Both events will be broadcast on Audubon Public Schools’ social media platforms.

Senior Spotlight

The high school staff will also prepare a ‘Senior Spotlight’ for each graduating student. The spotlights will feature highlights from each student’s high school career and include the following: academic achievements, clubs and activities, sports, community service and recognition, and future plans. These ‘Spotlights’ will be shared with the community individually on social media and collectively in a video format that will be distributed to each family via email as well as connected to the school and district’s various social media/web platforms.

Message Board & Lawn Sign

Additionally, each senior’s name will be displayed on the school’s electronic message board repeatedly over the course of three weeks. The electronic message board is in operation twenty-four hours a day. The message board is easily visible to all passing traffic in both

directions. The message board will be offset by 144 individual student lawn signs with the senior's name and cap & gown photo. The signs will be displayed for 2 to 3 days. Each senior will be presented their sign at the conclusion of their filming session of the remote graduation ceremony.

Project Graduation

Our Project Graduation Committee will also be conducting several events, including a Door Decorating Contest and an Adopt-a-Senior program. All seniors are encouraged to participate in the Door Decorating Contest. Each family who participates will have their door photographed, and a video of all of the doors will be compiled and shared via social media. The Adopt-a-Senior program is an anonymous event in which seniors are given small gifts or well-wishes from community members. Every member of the senior class is involved in this program, and Project Graduation is ensuring that there is equity in the monetary value of the gifts given to each senior.

Senior Athletic Recognition

The athletic department along with the team booster clubs scheduled and executed a socially distant senior spring athlete photo shoot. This photo shoot included all senior athletes from the baseball, softball, tennis, golf and the boys and girls track teams. The end result will be a 10x12 collage of action photos of each athlete that will be given to the athlete as a memory of their time spent competing with their friends and representing Audubon High School.

8th Grade Moving Up Ceremony

A virtual Moving Up ceremony will be provided for our 8th grade students who are being promoted into 9th grade. Additionally, a survey was sent out to students' families asking for their input on a variety of items. The information gleaned from the survey will be used in a variety of ways, including but not limited to: 8th Grade Individual Spotlights, Middle School Memories, and the Moving Up Ceremony. These events will be posted on our website, posted to various social media platforms, and emailed directly to students, parents, and staff. The 8th Grade Team (aides, teachers, guidance counselors, and administrators) will also be delivering yearbooks, a t-shirt, the promotion certificate, and several other goodies. All deliveries will be contact-free.

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. The Audubon Fathers' Association has volunteered to provide monies to support our low-income families internet-bills during school closures. The Parent Teacher Association has offered to provide additional food for our needy families; they have also agreed to transport lunches and

breakfast to our families that cannot pick up at the Audubon High School. The Audubon Education Foundation has offered to collect food and resources for needy families; they have also inquired about setting up off-site food pantries.

Appendices

[NJ Health: Managing Students \(travelers\) Returning from China \(February 2, 2020\)](#)

[NJ Health: Monitoring and Movement Guidance \(February 11, 2020\)](#)

[NJ DOE Checklist for Emergency School Closures \(March 3, 2020\)](#)

[NJ Health: Guidance for Child Care and K-12 Schools \(March 4, 2020\)](#)

[Department of Education, Broadcast Memo \(March 5, 2020\)](#)

[United States Department of Education: Assessment Fact Sheet \(March 12, 2020\)](#)

[APSD Policy & Regulation 2412 - Home Instruction Due to Health Condition \(M\)](#)

[APSD Policy & Regulation 4212 - Attendance Support Staff \(M\)](#)

[APSD Policy & Regulation 7420 - Hygienic Management \(M\)](#)

[APSD Policy & Regulation 8451 - Control of Communicable Disease \(M\)](#)

[Google Classroom Directions](#)

N.J.A.C. 6A:16-10.1

N.J.S.A. 18A: 7F-9

[NWEA Covid Slide Webinar](#)

