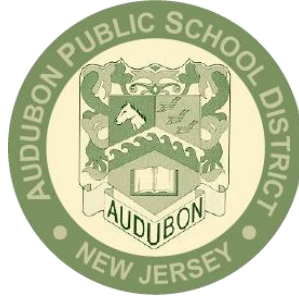


The Audubon Public School District (07-0150)
Virtual or Remote Instruction Plan 2025-2026 SY



Board Approval: 08/20/2025

On May 17, 2021, Governor Murphy announced that upon the conclusion of the 2020-2021 school year, portions of [Executive Order 175](#) allowing remote learning will be rescinded, meaning that schools will be required to provide full-day, in-person instruction, as they were prior to the COVID-19 Public Health Emergency. As per the New Jersey Department of Education broadcast dated June 4, 2025, “In July 2022, the NJDOE readopted N.J.A.C. 6A:32, School District Operations, with amendments and new rules which include updates to the components of the LEA’s Plan. This law provides for the continuity of instruction in the event of a public health-related district closure, by permitting LEAs to utilize virtual or remote instruction to satisfy the 180-day requirement pursuant to N.J.A.C. 6A:32-13.1 & 13.2.”

The Audubon Public School District will remain in full-day in-person instruction for the 2025-2026 school year as directed by the Governor and the New Jersey Department of Education. The first day for school for all students is Tuesday September 3, 2025. The District website and social media forums provide additional and updated information.

Our original [Safe Return to In-Person Instruction and Continuity Plan](#) incorporated the federally required components. For each mitigating strategy listed (1-8), the LEA described how it will maintain the health safety of students, educators, and other staff and the extent to which it has adopted policies, and a description of such policies, on each of the following safety recommendations by the Centers for Disease Control and Prevention (CDC). This plan was updated and included facets of the Audubon Public School District’s Restart and Recovery Plans from 2020 ([Version I](#) and [Version II](#)), the abridged [Safe Return to Instruction and Continuity of Service from June of 2021](#), and the Virtual or Remote Plan from [2021-2022](#) and [2022-2023](#). All of these documents are available on the District’s website under the Safe Return to School Plan link.

In April 2020, Governor Murphy issued an executive order that became [P.L.2020, c.27](#). This law provides for the continuity of instruction in the event of a public-health related district closure so that LEAs can utilize virtual or remote instruction to satisfy the 180-day requirement pursuant to [N.J.S.A. 18A:7F-9](#). This Plan for Virtual or Remote Instruction includes the requirements for virtual or remote instruction procedures and protocols if the District is forced to close district-wide as a result of a declared emergency.

In order to provide transparency and ensure that New Jersey students continue to receive high quality, standards-based instruction, each school district, charter school, renaissance school project and Approved Private School for Students with Disabilities (APSSDs) must annually submit its proposed program for virtual or remote instruction (plan) to the Commissioner of Education.

This plan would be implemented during a district closure lasting more than three consecutive school days due to a declared state of emergency, declared public health emergency, or a directive by the appropriate health agency or officer to institute a public health-related closure. The superintendent will consult with the board of education, if practicable, prior to implementing the school district’s plan of virtual or remote instruction. A day of virtual or remote instruction, if instituted under a plan approved by the Commissioner of Education, is considered the equivalent of a full day of school attendance for the purposes of meeting State and local graduation requirements, awarding of course credit, and such other matters as determined by the Commissioner of Education. The Audubon Public School District has included the statutory requirements listed in the “[Guidance for Chapter 27 Emergency Virtual or Remote Instruction Programs](#),” in the plans for virtual or remote instruction for the 2025-2026 school year and has communicated said plan with sending districts.

Equal Access and Opportunity to Instruction

1.) Is the LEA ensuring equitable access and opportunity to instruction for all students?

The Audubon Public School District will follow the timelines shared within their [Restart and Recovery Plan from 2020-2021](#) in the event of a future emergency school closure. Of course these timelines may need to be altered depending upon the impact of said emergency. Students will be required to attend and participate throughout the school closure. Attendance will be recorded daily.

2.) Does the program ensure that all students' varied and age-appropriate needs are addressed?

Elementary students in Prekindergarten through Grade 6 students will have four hours of coordinated synchronous and asynchronous instruction in the morning followed by additional learning opportunities (asynchronous, independent exploration and study, and synchronous instruction) in the afternoon.

Junior-Senior High School students will follow an early dismissal schedule in the morning and be instructed synchronously for the majority of their courses. They too will have additional learning opportunities (asynchronous, independent exploration and study, and synchronous instruction) in the afternoon through scheduled office hours.

3.) Is the program designed to maximize student growth and learning to the greatest extent possible? Synchronous and/or asynchronous virtual or remote learning plans which will maximize student growth and learning.

The afternoons on Wednesdays will be set for office hours for all students as requested and/or needed during an extended emergency closure. Please see the [Restart and Recovery Plan from 2020-2021](#) for more details.

4.) Does the program describe how the LEA will continuously measure student growth and learning in a virtual or remote instruction environment?

See pages 33 through 54 of the [Audubon Restart and Recovery Plan \(V.1\)](#).

5.) Does the program describe how the LEA will measure and address any ongoing digital divide issues, including a lack of internet access, network access and/or sufficient access to devices?

Access to technology devices and WiFi are integral to the successful delivery of at home instruction during an emergency closure. The District participates in the federal E-rate program, which provides schools and libraries with funding support for high-speed broadband connectivity and internal connection 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 are cleaned, repaired, and updated yearly. 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. These programs offer 'Hot Spots' if needed. At times of need, internet service providers may provide free WiFi access. These contracts are sent yearly to all students and once again after October 15th for all students receiving Free or Reduced Lunch Meal status.

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/guardian's 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 and 'hotlines' will be available during regular school hours which may include direct phone lines, email, Google Forms, and/or Mojo Help Desks.

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.

Addressing Special Education Needs

1.) Does the program address the provision of virtual or remote instruction to implement Individual Education Programs (IEPs) for students with disabilities to the greatest extent possible, including accessible materials and platforms?

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).

❖ 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.

2.) Does the program address methods to document IEP implementation including the tracking of services, student progress, as well as provision of accommodations and modifications?

❖ The supports and services outlined in students' Individualized Education Plans (IEPs) will be implemented to the greatest extent possible.

❖ 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 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 services providers and/or contracted specialists will work in consultation with the CST in order to assure accurate accounting and delivery of services.

3.) Does the program describe how case managers will follow up with families to ensure services are implemented in accordance with IEPs to the greatest extent possible?

- ❖ 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 district will communicate to parents/guardians regarding the referral procedures for the identification of potentially disabled students.
- ❖ Special services providers and/or contracted specialists will work in consultation with the CST in order to assure accurate accounting and delivery of services.
- ❖ 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.

4.) Does the program address procedures to conduct IEP meetings, evaluations and other meetings to identify, evaluate and/or reevaluate students with disabilities?

- ❖ 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.
- ❖ 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).

- ❖ 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 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.

Additional information is available in the [Restart and Recovery Plan from 2020-2021](#) and the District website - <https://www.audubonschools.org/departments/safe-return-to-school-plan>.

Addressing English language learners (ELL) Plan Needs

1.) Does the program include an English as a Second Language and/or bilingual education program aligned with State and Federal requirements to meet the needs of ELLs?

The Audubon Public School District employs a certified full-time ELL teacher to support our identified students and to provide training and support for faculty, parents, and staff. The in-person program is aligned with State and Federal requirements; the virtual or remote instruction plans have similar support as modified for our general education and special education students.

2.) Does the program describe how the LEA communicates with families of ELLs including providing translation materials, interpretative services, and literacy level appropriate information?

The certified ELL teacher provides translated materials for families as needed. The teacher also offers translation services, parent/guardian outreach, and provides for individual student attention. At times, the District employees outside translation services, e.g. IEP meetings.

3.) Does the program include the use of alternate methods of instruction (that is, differentiation, sheltered instruction, Universal Design for Learning), access to technology and strategies to ensure ELLs access the same standard of education as non-ELL peers?

The Districts' educational program is founded in a tier model of instruction which provides differentiation throughout the grade levels and content areas. Differentiated may include but is not limited to the type and level of materials, presentation styles, assessment design, frequency, and duration of instruction, mode of instruction (synchronous, asynchronous, in-person, remote, etc), group size (individual, small group, whole class), and group design (homogeneous/heterogeneous).

4.) Does the program include training for teachers, administrators, and counselors to learn strategies related to culturally responsive teaching and learning, socio-emotional learning, and trauma-informed teaching for students affected by forced migration from their home country (e.g. refugee, asylee)?

The District incorporates a comprehensive and sustained job-embedded professional development program. For example, the District has partnered with Rowan University for a multi-year Equity initiative.

Additional information is available in the [Restart and Recovery Plan from 2020-2021](#) and the District website [-https://www.audubonschools.org/departments/safe-return-to-school-plan](https://www.audubonschools.org/departments/safe-return-to-school-plan).

Attendance Plan

1.) Does the program address the LEA's attendance policies, including how the LEA will determine whether a student is present or absent, how a student's attendance will factor into promotion, retention, graduation, discipline, and any other decisions that will reflect the student's performance?

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 in 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.

Assessment. The District is aware that a significant impact to learning can result of the 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 in the event of a school closure.

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.

Additional information is available in the [Restart and Recovery Plan from 2020-2021](#) and the District website -<https://www.audubonschools.org/departments/safe-return-to-school-plan>.

2.) Does the program describe how the LEA communicates with the family when a student is not participating in online instruction and/or submitting assignments?

School communication will follow the chain of command and come in the following order 1) teacher(s); 2) in-class support and instructional staff; 3) school counselor; 4) building administration; 5) central office staff; and 6) superintendent.

Safe Delivery of Meals Program

1.) Does the program contain how the LEA will provide continued safe delivery of meals to eligible students?

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.

Meals (breakfast and lunch) will be available for pick up daily on short closures. If the emergency closure is extended. Meals for the week will be available for pick-up on Tuesday. An AM (e.g. 11:00 AM - 1:00 PM) and PM (e.g. 4:30 - 6:00 PM) pick up timeframe will be set in order to support our family's needs.

It is important to note that the Audubon Public School District is a walking district and all meals will be available for pick up at the Junior-Senior High School. If meals are not available from our sending district (Mount Ephraim) or at the homeschool of our Choice students, alternate meal deliveries will be made for qualified students.

It is also important to share that in emergency and/or unique situations school-to-home delivery of meals has been provided.

Facilities Plan

1.) Does the program contain an outline of how buildings will be maintained throughout an extended period of closure?

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).

Additional information is available in the [Restart and Recovery Plan from 2020-2021](#) and the District website - <https://www.audubonschools.org/departments/safe-return-to-school-plan>.

Other Considerations

Does the Program Contain the Following Considerations?

a.) Accelerated Learning Opportunities (See pages 33 through 54 of [Plan](#))

b.) Social and Emotional Health of Staff and Students (See page 22 of [Plan](#))

c.) Title I Extended Learning Programs (See page 59 of [Plan](#))

d.) 21st Century Community Learning Center Programs (See pages 33 through 54 of [Plan](#))

e.) Credit Recovery

Credit recovery may be accomplished through assignment completion, attendance make-up, etc. Each case is individual and supports are in place in order to provide support for students, staff, and caregivers. Timelines and statute come into play when working with our High School students.

f.) Other Extended Student Learning Opportunities (See pages 33 through 54 of [Plan](#))

g.) Transportation (See page 64 of [Plan](#))

h.) Extra-Curricular Programs (See page 64 of [Plan](#))

i.) Childcare (See page 68 of [Plan](#))

j.) Community Programing

The District collaborates with and includes community-based support included but not limited to Audubon Borough, Audubon Park, Mount Ephraim, Audubon Police, and Audubon Fire. This collaborative work assists in designing programs that involve social service providers, organizers, designers, and evaluators to serve our community. Examples of programs include but are not limited to parent education, social support, adult basic and higher education, early childhood education, youth programs, personal development, and community empowerment.

Additional information is available in the [Restart and Recovery Plan from 2020-2021](#) the District website - <https://www.audubonschools.org/departments/safe-return-to-school-plan>.

Essential Employees

1. The LEA will ensure essential employees are identified and a list is provided to the county office at the time of the LEA's transition to remote or virtual instruction.

Should the District be required to transition to remote or virtual instruction, a list of essential employees will be developed and shared with the county office.

Additional Resources

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

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](#)

[Common Sense Media](#)

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

McTighe, J & Martin-Kniep, G.O., [Seven Strategies for Supporting Student Learning in a](#)

The APSD: <https://www.audubonschools.org/departments/safe-return-to-school-plan>

[Remote Environment](#)

[National Standards for Quality Online Teaching](#)

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

New Jersey Department of Education, [Virtual Learning Toolkit: Resources for Families and Schools](#)