Critical Lenses

There are three critical lenses that are guiding and helping us to focus the adaptive and ever-evolving reopening plan for the APSD:

Health & Safety
The health & safety of our full school community has influenced the re-opening plan.

Student Learning
As a learning institution, the delivery of instruction as well as the ability to fully address the NJSLS has guided our decision making.

Stakeholder Needs
Multiple models were discussed and considered in order to address the needs of our students, families, and faculty & staff.
### Weekly Calendar

The APSD hybrid permits for ample in-person and remote learning opportunities and supports to meet individual student needs.
Stakeholder Needs

Multiple models were discussed and considered in order to address the needs of our students, families, and faculty & staff.
Stakeholder Input

The APSD ROPC engaged the administration, faculty, family members, staff, students, and community members in the shaping of our plan.

The ROPC
Met prior to & throughout the closure & prior to RO.

Community Leaders
The NJDOE and CCDOH were consulted often.

Faculty & Staff
School, grade level, and content area meetings were held.

Parents
Included TE, surveys, BOE mtgs, & school- & SE- Meetings
Our TE allowed us to gather input from nearly 900 participants, included close to 1,200 thoughts and over 40,000 ratings.

Our quick parent, staff, and student survey gathered delivery model input from nearly 1,000 participants (917 parents and 148 staff members).

Open for feedback from July 30, 2020 through August 14, 2020.
Health & Safety

The health & safety of our full school community has influenced the re-opening plan.
Health & Safety: Key Areas

Cleaning Protocols

Protocols and procedures have been established that include cleaning/disinfecting schedules of all district facilities and high-touch surfaces, bathrooms, water fountains, etc.

Health & Hygiene

Faculty & staff and students will be instructed in and aware of and provided with resources to keep themselves clean. Informational notices will be shared periodically with parents/guardians.

Social Distancing

CDC published social-distancing guidelines for schools will be followed and enforced.

PPE

All faculty, staff, and students will be required to wear face coverings throughout the in-person school day as per the CDC.

Screenings

Daily-self reporting of COVID-19 symptoms and exposure will be completed via a one-time waiver. All faculty, staff, and students will undergo an on-site temperature check.
Cleaning Protocols

Protocols and procedures have been established that include cleaning/disinfecting schedules of all district facilities and high-touch surfaces, bathrooms, water fountains, etc.

Cleaning Protocol and Procedures:
- Follows CDC and CCDOH Guidance
- Increased Staffing AM/PM (FEMA)
- Maintenance & Custodial Staff Trainings
- Increase Use of Disinfectants
- Cleaning of High-Touch Areas (every 1.5 hours)
  - Doorknobs
  - Handrails
  - Locker Dials
  - Turnstiles
  - Water Fountains (only bottle filing stations)
- Cleaning of High-Traffic Areas (every 1.5 hours)
  - Bathrooms
  - Gym Floors
  - Library Media Center
  - Vestibules
- Use of Electrostatic Sprayers
- Cleaning of Athletic Equipment
- Cleaning of Buses
- Monitoring of Air Flow
- Frequent Changing of Air Filters
- Additional Cleans (Wednesday & Friday/Saturday)
Cleaning Protocols

Protocols and procedures have been established that include cleaning/disinfecting schedules of all district facilities and high-touch surfaces, bathrooms, water fountains, etc.

District & Building Resources:
- Personal Protective Equipment
  - Disposable Face Masks
  - N95 Mask
  - Face Shields
  - Surgical Gowns
- Electrostatic Sprayers (Handheld & Backpacks)
- Additional Disinfectants
- Upgraded Filters & Increased Replacements
- Signage
  - General Hygiene
  - PPE
  - Social Distancing

Classroom/Room Resources:
- Hand Sanitizer
- Disinfectant Wipes
- Re-Juv-Nal ® Spray Bottle
- Microfiber Towel (changed daily)
- Non-latex Gloves
- Additional Face Masks
Mitigating the Spread of COVID-19

What is the appropriate class-size based on our classroom structures, e.g. classroom size, staffing resources, students per grade level, course?

<table>
<thead>
<tr>
<th></th>
<th>HAS</th>
<th>MAS</th>
<th>AHS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low</td>
<td>10</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>High</td>
<td>15</td>
<td>16</td>
<td>26*</td>
</tr>
<tr>
<td>Mean</td>
<td>12</td>
<td>12</td>
<td>17</td>
</tr>
</tbody>
</table>
# Social Distancing: School Entry & Exit (Screening)

<table>
<thead>
<tr>
<th>Haviland Avenue Elementary</th>
<th>Mansion Avenue Elementary</th>
<th>Junior-Senior High School</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Faculty &amp; Staff</strong></td>
<td><strong>Faculty &amp; Staff</strong></td>
<td><strong>Faculty &amp; Staff</strong></td>
</tr>
<tr>
<td>❖ Main Entrance</td>
<td>❖ Main Entrance</td>
<td>❖ Breezeway &amp; Main Entrance</td>
</tr>
<tr>
<td><strong>Students</strong></td>
<td><strong>Students</strong></td>
<td><strong>Students</strong></td>
</tr>
<tr>
<td>❖ Side Door Near Playground – Prekindergarten</td>
<td>❖ Classroom Doors from Blacktop – 3\textsuperscript{rd}</td>
<td>❖ Walnut Street – 7\textsuperscript{th}</td>
</tr>
<tr>
<td>❖ Blacktop Door – Kindergarten</td>
<td>❖ Classroom Door from Blacktop and/or Right Door from Playground – 4\textsuperscript{th}</td>
<td>❖ Chestnut Street – 8\textsuperscript{th}</td>
</tr>
<tr>
<td>❖ Doors on the Right Before Main Entrance – 1\textsuperscript{st}</td>
<td>❖ Left Door from Blacktop &amp; Up Stairs – 5\textsuperscript{th}</td>
<td>❖ Breezeway/Main Entrance – 9\textsuperscript{th}</td>
</tr>
<tr>
<td>❖ Main Entrance – 2\textsuperscript{nd}</td>
<td>❖ Main Entrance – 6\textsuperscript{th}</td>
<td>❖ Gym/Pine Street Left Side – 10\textsuperscript{th}</td>
</tr>
<tr>
<td>❖ Quarantine Room –</td>
<td>❖ Quarantine Room – APR and/or Room 150</td>
<td>❖ Gym/Pine Street Right Side – 11\textsuperscript{th}</td>
</tr>
<tr>
<td></td>
<td></td>
<td>❖ C Building Side by Oak – 12\textsuperscript{th}</td>
</tr>
<tr>
<td></td>
<td></td>
<td>❖ Quarantine Room – Shop Rite Lab</td>
</tr>
</tbody>
</table>
## Social Distancing: Transitioning & Traffic Flow

<table>
<thead>
<tr>
<th>School Type</th>
<th>Description</th>
</tr>
</thead>
</table>
| Haviland Avenue Elementary | Breakfast - Delivered to Classroom  
Homeroom/Classroom - Majority of the Day  
Specials - Come to Classroom  
Physical Education & Health  
  - Outside  
  - Gymnasium  
  - Classroom  
Lunch – Delivered to Classroom |
| Mansion Avenue Elementary | Breakfast - Delivered to Classroom  
Homeroom/Classroom - Majority of the Day  
Specials – Many to Classroom (excluding art)  
Physical Education & Health  
  - Outside  
  - Classroom  
Lunch – Delivered to Classroom |
| Junior-Senior High School | Hallways & Stair Wells – One Way  
Staggered Release Times (Odds/Evens)  
Breakfast – Student Pickup in Cafe  
Homeroom/Classroom – Students Move  
Physical Education & Health  
  - Outside  
  - Gymnasium  
  - Health Room  
Lunch – Various Pickup Sites |
Meal Services

In-person Instruction: Meals will be available at all school locations for in-school breakfast and gab-&-go lunches.

Remote Learning: Three (3) breakfast and lunch meals will be available on Monday (Gold) and Tuesday (Green) at the nearest school site.

All District Schools/Locations:
• Meal Items/Selections Will be Limited
• Meals Must be Preordered
• Point-of-Sale Procedures Will be Followed

Elementary Meal Service:
• Breakfast Delivered to Classroom in AM
• Lunch Delivered to Classroom prior to Dismissal
• Remote Pickup Locations & Times TBD

Junior-Senior High Meal Service:
• Breakfast Available in the Cafeteria
• Lunch Available at Various Locations TBD
• Remote Pickup Locations & Times TBD
In accordance with the CDC guidelines, the Camden County Department of Health, and New Jersey Department of Education, all Audubon Public School District employees, students, and visitors (including contractors and vendors) must properly wear a face mask (cover mouth and nose) at all times while in District buildings and schools and while on District grounds. Face masks do not replace the need to maintain social distancing, frequent hand washing, and cleaning and disinfecting protocols.

- General Guidelines
- Activities Which Permit Face Mask Removal
- Approved Face Coverings
- Distribution of Masks

**Personal Protective Equipment**

Faculty, staff, and students will be required to wear face coverings.

**Students**

**Faculty & Staff**
Response to COVID-19 Exposure: CCDOH Guidelines

<table>
<thead>
<tr>
<th>Confirmed Case</th>
<th>First Degree of Separation</th>
<th>Second Degree of Separation</th>
<th>Third Degree of Separation or More</th>
</tr>
</thead>
<tbody>
<tr>
<td>Person has a case of COVID-19</td>
<td>Person is a close contact with someone who is positive for COVID-19 or a household contact</td>
<td>Person has contact with person who has contact with a person positive for COVID-19</td>
<td>Person has not had any contact with anyone who has COVID-19 or their contacts</td>
</tr>
<tr>
<td>Example</td>
<td>Example</td>
<td>Example</td>
<td>Example</td>
</tr>
<tr>
<td>Patient A</td>
<td>Person B: Close contact (&gt;10 minutes within 6 feet) with someone who has been diagnosed with COVID-19 (positive PCR test) OR Household contacts are individuals who live in the same house as a lab confirmed COVID-19 case. (Classmates or Co-workers of Person A)</td>
<td>Person C</td>
<td>Contact with someone who has been a close contact to a person positive for COVID-19 (Classmates or Co-workers of Person B)</td>
</tr>
<tr>
<td>Confirmed case of the virus</td>
<td>Attendance Status</td>
<td>Attendance Status</td>
<td>Attendance Status</td>
</tr>
<tr>
<td>Exclude from school/work</td>
<td>Exclude from school/work</td>
<td>Continue with school/work; Continue wearing face covering and practice social distancing</td>
<td>Continue with school/work; Continue wearing face covering and practice social distancing</td>
</tr>
<tr>
<td>Return to School/Work</td>
<td>Return to School/Work</td>
<td>Return to School/Work</td>
<td>Return to School/Work</td>
</tr>
<tr>
<td>Must isolate until fever free for 24 hours without use of fever-reducing medications and at least ten days after onset of symptoms</td>
<td>Must quarantine for 14 days; Self-monitor for symptoms; Check temperature twice daily and follow up with medical provider/Department of Health</td>
<td>Continue with school/work</td>
<td>Continue with school/work</td>
</tr>
<tr>
<td>Medical clearance needed for return to school/work</td>
<td>Household Contacts: Self-quarantine for individuals with household contacts who are COVID-19 positive begins AFTER the self-isolation of the household contact ends (fever free for 24 hours and at least ten days after onset of symptoms; minimally 24 days from onset of symptoms of COVID-19 positive person.) Medical Clearance needed to return to school/work</td>
<td>Self-monitor for symptoms and discuss with a medical provider any concerns.</td>
<td></td>
</tr>
</tbody>
</table>
COVID-19 Confirmed Case: RED Scenario

**Elementary**

- **Student Is Positive**
  - Full Class Quarantined for 14 Days
  - Teacher(s) & Student(s)
  - KEYS
    - Peers that are confirmed to have close contact with the +COVID student may have to quarantine
    - Peers with close contact will get a notice; may include 72 hour isolation so that contact tracing and room cleaning can occur
  - Teacher-Based Instruction May Continue Remotely “if” Teacher is Able

**Jr-Senior High**

- **Student is Positive**
  - Contact Tracing Completed
  - All Classes – Check Seating Charts
  - All staff and students within 6’ Reviewed (>10 minutes with/or without face masks)
  - MAY include 72 hour isolation for all classrooms, students, and teachers (Cleaning protocols and time for contact tracing)
  - If Teacher is Quarantined – Sub will be secured; Teacher-Based Instruction May Continue “if” Teacher is Able
Audubon Education Association Contract

Audubon Administrator’s Association Contract

Family & Medical Leave Act (FMLA)

Americans with Disabilities Act (504)

Emergency Paid Sick Leave Act (EPSLA) Under the Families First Coronavirus Response Act

Audubon Board of Education Consideration at the Recommendation of the Superintendent of Schools
Student Learning

As a learning institution, the delivery of instruction as well as the ability to fully and equitably address the NJSLS to individual students has guided our decision making.
### Audubon Public School District: 2020-2021 Semesters

#### Haviland Avenue & Mansion Avenue Elementary Schools

<table>
<thead>
<tr>
<th>Trimester</th>
<th>Start Date</th>
<th>End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trimester One</td>
<td>September 8th</td>
<td>December 1st</td>
</tr>
<tr>
<td>* Trimester Two</td>
<td>December 2nd</td>
<td>March 5th</td>
</tr>
<tr>
<td>* Trimester Three</td>
<td>March 8th</td>
<td>June 22nd</td>
</tr>
</tbody>
</table>

#### Audubon Junior-Senior High School

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Start Date</th>
<th>End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quarter One</td>
<td>Sept 8th through Nov 9th</td>
<td>Nov 10th through Jan 22nd</td>
</tr>
<tr>
<td>* Quarter Two</td>
<td>Nov 10th through Jan 22nd</td>
<td>Jan 23rd through March 25th</td>
</tr>
<tr>
<td>* Quarter Three</td>
<td>Jan 23rd through March 25th</td>
<td>March 26th through June 17th</td>
</tr>
<tr>
<td>* Quarter Four</td>
<td>March 26th through June 17th</td>
<td></td>
</tr>
</tbody>
</table>

* Parents can request their child(ren)’s return to in-person instruction if they were on 100% remote the previous semester.
<table>
<thead>
<tr>
<th>Cohort</th>
<th>Monday/Tuesday</th>
<th>Wednesday</th>
<th>Thursday/Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Green Cohort</td>
<td>In-Person</td>
<td>All Remote Learning</td>
<td>Remote Learning</td>
</tr>
<tr>
<td>Gold Cohort</td>
<td>Remote Learning</td>
<td></td>
<td>In-Person</td>
</tr>
<tr>
<td>Red Cohort</td>
<td>In-Person</td>
<td></td>
<td>In-Person</td>
</tr>
<tr>
<td>Purple Cohort</td>
<td>Remote Learning</td>
<td></td>
<td>Remote Learning</td>
</tr>
</tbody>
</table>

**Weekly Calendar**

The APSD hybrid permits for ample in-person and remote learning opportunities and supports to meet individual student needs.
Special Education & Related Services

- IEPs Followed to the Greatest Extent Possible
- Specific Strategies for In- and Out-of-District Students
- CST Meetings Conducted Remotely
- RED Cohort
  - Resource Center Programs MT & RF
  - Resource Center & In-Class Support Programs MT & RF
  - In-Class Support (Under Review)
- Related Services to Occur In-Person and Remotely
### Potential Building Schedules

What will the in-person and remote learning school day look like? When will the school day start and end?

#### Haviland Ave Elementary School
Prekindergarten through Second

<table>
<thead>
<tr>
<th>Period</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Arrival</td>
<td>7:55 – 8:05</td>
</tr>
<tr>
<td>1st &amp; 2nd RTI</td>
<td>40 Minutes</td>
</tr>
<tr>
<td>ELA</td>
<td>120 Minutes</td>
</tr>
<tr>
<td>Math</td>
<td>70 Minutes</td>
</tr>
<tr>
<td>Specials/Technology</td>
<td>25 Minutes</td>
</tr>
<tr>
<td>Recess</td>
<td>15-20 Minutes</td>
</tr>
<tr>
<td>Kindergarten Dismissal</td>
<td>1:15</td>
</tr>
<tr>
<td>1st &amp; 2nd Dismissal</td>
<td>1:20</td>
</tr>
</tbody>
</table>

#### Mansion Ave Elementary School
Third through Sixth

<table>
<thead>
<tr>
<th>Period</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Arrival</td>
<td>8:25</td>
</tr>
<tr>
<td>RTI</td>
<td>30 Minutes</td>
</tr>
<tr>
<td>ELA</td>
<td>85 to 100 Minutes</td>
</tr>
<tr>
<td>Math</td>
<td>80 to 85 Minutes</td>
</tr>
<tr>
<td>Technology Support</td>
<td>30 Minutes</td>
</tr>
<tr>
<td>Specials</td>
<td>30 Minutes</td>
</tr>
<tr>
<td>Recess</td>
<td>20+ Minutes</td>
</tr>
</tbody>
</table>

#### Audubon Junior-Senior High
Seventh through Twelfth

<table>
<thead>
<tr>
<th>Period</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bell</td>
<td>8:05</td>
</tr>
<tr>
<td>Homeroom</td>
<td>8:05 – 8:25</td>
</tr>
<tr>
<td>1</td>
<td>8:25 – 9:01</td>
</tr>
<tr>
<td>2</td>
<td>9:05 – 9:41</td>
</tr>
<tr>
<td>3</td>
<td>9:45 – 10:21</td>
</tr>
<tr>
<td>4/5</td>
<td>10:25 – 11:01</td>
</tr>
<tr>
<td>5/6</td>
<td>11:05 – 11:41</td>
</tr>
<tr>
<td>7</td>
<td>11:45 – 12:21</td>
</tr>
<tr>
<td>8</td>
<td>12:25 – 1:01</td>
</tr>
<tr>
<td>Student Dismissal</td>
<td>1:01</td>
</tr>
<tr>
<td>Remote Learning/Parent Assistance</td>
<td>30 minutes</td>
</tr>
</tbody>
</table>
What will instruction look like?

Ensuring the continuity of learning focuses one lens of the Audubon Public School District Restart & Recovery (Reopening) Plan.
Learning Mode and Modalities: Haviland

In-Person (MT & RF)

**Making the most of onsite instruction.**

**Part 1:** New instruction
- Standard Aligned Mini-Lesson
- Mastery of skill
- Assessment

**Part 2:** Guided Practice
- Student practices skills under the guidance of the teacher
- Tier I Intervention
- Small Group / Centers

Remote Learning (MT & RF)

**Reinforcing skills taught onsite.**

**Virtual Independent Practice**
- Independent practice
- Extended learning
- Engaging activities to reinforce learning
- Virtual guidance / assistance

100% Remote Learning

**By grade teachers collaborate to record lessons.**

**Part 1:** New instruction
- Standard Aligned Mini-Lesson
- Mastery of skill

**Part 2:** Independent Practice
- Independent practice
- Extended learning
- Engaging activities to reinforce learning
- Virtual guidance / assistance

Audubon Public School District
## Learning Mode and Modalities: Mansion

### In-Person (MT & RF)

**Making the most of onsite instruction.**

**Part 1:** New instruction
- Standard Aligned Mini-Lesson
- Mastery of skill
- Assessment

**Part 2:** Guided Practice
- Student practices skills under the guidance of the teacher
- Tier I Intervention
- Small Group / Centers

### Remote Learning (MT & RF)

**Reinforcing skills taught onsite.**

**Virtual Independent Practice**
- Independent Practice
- Extended Learning
- Engaging activities to reinforce learning
- Virtual guidance / assistance

### 100% Remote Learning

**By grade teachers collaborate to record lessons.**

**Part 1:** New instruction
- Standard Aligned Mini-Lesson
- Mastery of skill

**Part 2:** Independent Practice
- Independent Practice
- Extended Learning
- Engaging activities to reinforce learning
- Virtual guidance / assistance
# Learning Mode and Modalities: Junior-Senior High

## Physical Education

**Part 1: Onsite**
- Physical Education
- Expectation: Students come to school with appropriate attire

**Part 2: Virtual**
- Log physical activity
- At least 30 minutes for 3 days
- 150 minutes

## Health

**Part 1: Onsite**
- Focus on sensitive topics best discussed under the supervision of teacher
- Standard Aligned Targeted Lesson

**Part 2: Virtual**
- Reading / work related to onsite topics
- Extended Learning
- Guided Practice / Projects
- No more than 30-40 minutes per day

## Career & Technical Ed

### Flipped Classroom

**Part 1: Virtual**
- Students watch pre-recorded lessons
- Videos, Read text
- 30 minutes, 4 per week (relevant instruction to coincide with the hands-on activities, no busy work)

**Part 2: On-site**
- Guided Practice, Demonstration, Practical Application
## Learning Mode and Modalities: Junior-Senior High

### English / Language Arts

**Group A: Onsite**
- Brief introduction of content
- Instruction and guided practice of ELA skills
  - (i.e. writing, reading, speaking, listening)
- Hands-on activities
  - (i.e. debate)
- Standard Aligned Lesson

**Group B: Virtual**
- Further acquisition of content
- Independent practice for skills
- Prep for onsite activities

### Social Studies

**Group A: Onsite**
- Brief introduction of content
- Instruction and guided practice of social studies skills
  - (i.e. writing DBQs, analyzing / evaluating / note taking from historical documents)
- Hands-on activities
  - (i.e. debate)
- Standard Aligned Lesson

**Group B: Virtual**
- Further acquisition of content
- Independent practice for skills
- Prep for onsite activities

### Fine and Performing Arts

**Group A: Onsite**
- Instruction and guided practice of art / music skills
  - (i.e. drawing, painting, singing, performing)
- Demonstration of skills
- Hands-on activities
- Guided Practice

**Group B: Virtual**
- Independent practice for skills
- Prep for onsite activities
Learning Mode and Modalities: Junior-Senior High Science

Flipped Classroom
Part 1: Virtual
• Students watch pre-recorded lessons
• Videos
• Read text
• 30 minutes each / 4 per week
• Standard Aligned Targeted Lesson

Part 2: Onsite
• Guided Practice, Demonstration, Practical Application

Math

Part 1: Both Groups
• Streamed and Recorded
• Use Annotate
• Standard Aligned Lesson

Part 2: Onsite
• Remainder of period
• Guided Practice
• Tier I Intervention

Part 2: Virtual
• Independent practice

World Language

Flipped Classroom
Part 1: Virtual
• Students watch pre-recorded lessons
• Students view Videos
• Students submit FlipGrid and written assignments
• 30 minutes / 4 per week

Part 2: On-site
• Guided Practice
• Listening/Speaking Activities
• Tier I Intervention
Learning Mode and Modalities: 100% remote

Part 1:
• Pre-recorded instruction
• New instruction
• Standard Aligned Mini-Lesson
• Mastery of skill & content

Part 2:
• Independent Practice
• Extended Learning
• Engaging activities to reinforce learning

Part 3:
• Virtual guidance / assistance
• Wednesdays
• Small group instruction
**NJSIAA: July 20, 2020 Statement**

“...Contingency plans are being developed, but we’re strongly committed to our plan and to supporting school administrators as they prepare return-to-school strategies. We strongly urge our member schools to remain hopeful and steadfast in their support of extracurricular opportunities like scholastic sports...”

**CDC Guiding Principles**

The risk of COVID-19 spread increases in youth sports settings as follows:

- **Lowest Risk**: Performing skill-building drills or conditioning at home, alone or with family members.
- **Increasing Risk**: Team-based practice.
- **More Risk**: Within-team competition.
- **Even More Risk**: Full competition between teams from the same local geographic area.
- **Highest Risk**: Full competition between teams from different geographic areas.
Policy & Funding

General Budget

The 2020-2021 budget did NOT include plans for the COVID-19 pandemic impact including additional materials, staffing and/or supplies.

State Aid

Our original State Aid was $9,130,992.00 and was amended to $8,971,419.00 = leaving a shortfall of ($159,573.00)

CARES

The US Department of the Treasury provided the District with $130,938.00 in CARES monies.

$159,573.00 + $130,938.00 = ($28,635.00)

FEMA

The District is able to apply for up to $130,000.00 in funding from the Federal Emergency Management Agency per our Representative; $130,000.00 earmarked toward cleaning & supplies.

Future Needs/Resources

The School Business Administrator and Superintendent will apply for any available monies in the future pending BOE approval and guidance by the BOE Operations Committee.
Social and emotional learning (SEL) is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.