

# District Preparedness Plan

COVID19

HOBOKEN PUBLIC SCHOOL  
DISTRICT

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# CDC Resources

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[Coronavirus \(COVID-19\)](#)

[NY Times Article About the Coronavirus](#)

[Preventing the flu](#)

[Interim Guidance for Administrators of US K-12 Schools and Childcare Programs](#)

[Guidance for School Settings](#)

[Keeping the workplace safe](#)

# District Response to COVID-19

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## March 2<sup>nd</sup> Special Edition of The Herald #1

March 5<sup>th</sup> District nurses meeting

## March 7<sup>th</sup> Special Edition of the herald #2

March 5<sup>th</sup> District nurses meeting

March 8<sup>th</sup> Announcement of the cancelation of all field trips, large gatherings or rental use of facilities

March 9<sup>th</sup> Teacher leaders plan for closure

March 9<sup>th</sup> Administrative team meeting

March 10<sup>th</sup> City Task Force meeting

March 10<sup>th</sup> district facilities meeting

March 10<sup>th</sup> CST, dir's, sp's plan for closure

## March 11<sup>th</sup> Special edition of the herald #3

March 11<sup>th</sup> City Task Force Meeting

## March 12<sup>th</sup> Special Edition of the herald #4

March 12<sup>th</sup> Meeting with Mayor, Office of Emergency Management and Director of

Health & Human Services

March 12<sup>th</sup> City Task Force Meeting

March 12<sup>th</sup> Administrative team meeting

March 12<sup>th</sup> District nurses meeting

March 13<sup>th</sup> City Task Force Meeting

March 13<sup>th</sup> District facilities meeting

March 13<sup>th</sup> posting of RLP

March 14<sup>th</sup> → Continuous planning

March 16<sup>th</sup> First day of remote learning

Daily City Task Force Meetings

Purchasing of PPE

Weekly Administrative Team Meetings

Daily updates to families via The Herald

Daily updates to staff via The Herald

Daily upkeep and cleaning of buildings and grounds

Monthly Faculty Meetings

# Logistical Continuity: District Operations

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## CENTRAL OFFICE FUNCTIONS

Superintendent's office (no disruption in work or call/email response)

Business office onsite (No disruption in payroll or benefit services)

Technology staff (No disruption in services or trouble shooting help desk)

Facilities office (no disruption in indoor or exterior cleaning services)

Food Service (breakfast & lunch service plan in place for free & reduced lunch)

BOE Meetings (televised on channel 77)

## COMMUNICATION CHANNELS WHILE CLOSED

[District website](#)

School messenger (phone, text & email)

[The Herald \(public relations distribution\)](#)

[Twitter](#)

[Facebook](#)

Class Dojo

Google classroom

[HPS Video Highlights YouTube channel](#)

# Central Office

## Superintendent of Schools

- ✓ Christine Johnson ([cjohnson@Hoboken.k12.nj.us](mailto:cjohnson@Hoboken.k12.nj.us))

## Administrative Assistant to the Superintendent

- ✓ Elizabeth McQuillen ([emcquillen@Hoboken.k12.nj.us](mailto:emcquillen@Hoboken.k12.nj.us))

## Assistant Superintendent of Schools

- ✓ Sandra Rodriguez-Gomez ([srodriguez@Hoboken.k12.nj.us](mailto:srodriguez@Hoboken.k12.nj.us))

## Business Administrator/Board Secretary

- ✓ Joyce Goode ([jgoode@Hoboken.k12.nj.us](mailto:jgoode@Hoboken.k12.nj.us))

## Assistant to the Business Administrator

- ✓ Victoria Lopez ([vlopez@Hoboken.k12.nj.us](mailto:vlopez@Hoboken.k12.nj.us))

## Director of Facilities

- ✓ Tim Calligy ([tcalligy@Hoboken.k12.nj.us](mailto:tcalligy@Hoboken.k12.nj.us))

## Director of Special Services

- ✓ Mark Mautone ([mmautone@Hoboken.k12.nj.us](mailto:mmautone@Hoboken.k12.nj.us))

## Director of Innovative Programs

- ✓ Chris Dellafave ([cdellafave@Hoboken.k12.nj.us](mailto:cdellafave@Hoboken.k12.nj.us))

# Special Education

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For More Information About Remote Learning plans, OOD Services, related services or plans for medically fragile students that were posted online and distributed in hard copy, please contact the following:

Director of Special Services

✓ Mr. Mark Mautone ([mmautone@Hoboken.k12.nj.us](mailto:mmautone@Hoboken.k12.nj.us))

Coordinator of special services

✓ Ms. Jennifer Hernandez ([jhernandez@Hoboken.k12.nj.us](mailto:jhernandez@Hoboken.k12.nj.us))

# Early Childhood Contacts (Pre-K)

For More Information About Remote Learning plans that were posted online and distributed in hard copy, please contact the following:

Supervisor of Early Childhood Learning – Hoboken Public School District

✓ Ms. Lauren Eakin ([Lauren.Eakin@Hoboken.k12.nj.us](mailto:Lauren.Eakin@Hoboken.k12.nj.us))

Executive Director - Mile Square early learning center

✓ Ms. Judy Barmak ([jbbarmak@mse1c1979.org](mailto:jbbarmak@mse1c1979.org))

Director of children & family services – HOPES CAP, Inc.

✓ Ms. Jocelyn Estevez-Vargas ([jestevez@hopes.org](mailto:jestevez@hopes.org))

# Remote Counseling/Nursing Services & Resources

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## NURSES

High School Nurse (Renee Turonis)

✓ [renee.turonis@hoboken.k12.nj.us](mailto:renee.turonis@hoboken.k12.nj.us)

Middle School Nurse (Christina Beyer)

✓ [cbeyer@hoboken.k12.nj.us](mailto:cbeyer@hoboken.k12.nj.us)

Wallace School Nurse (Helen Russotto)

✓ [helen.russotto@hoboken.k12.nj.us](mailto:helen.russotto@hoboken.k12.nj.us)

Brandt School Nurse (Filomena Konopka)

✓ [fkonopka@hoboken.k12.nj.us](mailto:fkonopka@hoboken.k12.nj.us)

Connors School Nurse (Nicole DeMatteo)

✓ [ndematteo@hoboken.k12.nj.us](mailto:ndematteo@hoboken.k12.nj.us)

Early Childhood Nurse (Deb Meier)

✓ [dmeier@hoboken.k12.nj.us](mailto:dmeier@hoboken.k12.nj.us)

## COUNSELORS

High School

✓ Susan Wiener ([swiener@hoboken.k12.nj.us](mailto:swiener@hoboken.k12.nj.us))

✓ Staci Gleason ([sgleason@hoboken.k12.nj.us](mailto:sgleason@hoboken.k12.nj.us))

✓ Gina Mattera [sac] ([GMattera@hoboken.k12.nj.us](mailto:GMattera@hoboken.k12.nj.us))

✓ Cecilia D'Elia [SBYS] ([cecilia.delia@hoboken.k12.nj.us](mailto:cecilia.delia@hoboken.k12.nj.us))

Middle School

✓ Teresa D'anna ([teresamariedanna@gmail.com](mailto:teresamariedanna@gmail.com))

Wallace School

✓ Allison Lemberg Marcal ([AMarcal@hoboken.k12.nj.us](mailto:AMarcal@hoboken.k12.nj.us))

Brandt School

✓ Jessica Hosbach ([jhosbach@hoboken.k12.nj.us](mailto:jhosbach@hoboken.k12.nj.us))

Connors School

✓ David White ([david.white@hoboken.k12.nj.us](mailto:david.white@hoboken.k12.nj.us))



# Remote Learning Plans

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I. Remote Learning Plans include lessons that follow the curriculum in the following subject areas:

- A. English Language Arts
- B. Math
- C. Science
- D. Social Studies
- E. Related Arts

II. Remote learning plans include provisions for all learners

- A. Grade level
- B. special education: (in class or pull out resource and self contained classrooms, Medically fragile, and ODD)
- C. English language learners
- D. Gifted & Talented and advanced placement
- E. Related services & counseling

III. Social and emotional learning resources for all

IV. School directories published with all plans

V. All certificated staff will be available between 8:15 am and 3:00 pm (email, google classroom, class dojo)

# Equitable Access to Instruction Plan – Component #1

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Does the plan include an overall demographic profile for your district, including student counts for state funded preschool, homeless, migrant LSE, Students with Disabilities, and English Language Learners (ELLs)?

- PK 3 Enrollment - 511
- PK 4 Enrollment - 461
- PK-12 Homeless – 34
- PK-12 Migrant LSE – 0
- PK-12 Students with Disabilities – 377
- PK-12 ELL – 39
- PK-12 Total Enrollment - 3110

# Equitable Access to Instruction Plan – Component #1

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Does the plan include equitable access to instruction for all students?

The plan includes equitable access to instruction for all students. In terms of technology, all families were surveyed prior to the closing of school and the district obtained information regarding chromebooks, wifi, and cable access. Every student in the district that did not have a chromebook or access to wifi was provided a chromebook and a Verizon JetPack. Assistive technology, as per IEP's, were provided to special education students. Devices used for translation were provided to ELL students. In addition, all families were provided the opportunity to ask for any needed school supplies and principals packaged up materials for those in need.

# Equitable Access to Instruction Plan – Component #1

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Does the plan ensure that all students, with their varied and age appropriate needs, are addressed through the plan?

The plan is tiered to meet the age appropriate needs of all students. Digital schedules with links to all resources and video lessons are sent to parents of students in grades PK-5 to go hand-in-hand with live instructional lessons and independent practice in math and language arts literacy. All schedules are sent to families on Friday for the following week. This gives parents the opportunity to help their children to prepare for the week.

At the middle and high school levels, students in grades 6-8, are provided with a weekly schedule for all subject areas in their Google Classrooms that include assignments, independent practice, and live teaching sessions.

Teachers, guidance counselors and CST members are available each day to consult with parents and students.

# Equitable Access to Instruction Plan – Component #1

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Does the plan demonstrate a working knowledge (data summary or narrative) of student access to technology for grades identified in your plan as being served by one or more online platforms?

The number of students that were in need of a Chromebook in the district: 309

The number of families that were in need of a Verizon JetPack: 123

The number of families that were in need of Altice Wifi connectivity: 47

Platforms being used by the district for remote learning:

- Class Dojo
- Google Classroom
- LinkIt
- Pearson Learning
- Educere
- Edgenuity
- Albert

# Equitable Access to Instruction Plan – Component #1

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Does the district's plan account for measuring and addressing any ongoing digital divide that exists, whether it be network access or lack of sufficient access to devices?

The Hoboken School District has dealt with all digital divide issues dealing with Chromebooks and internet access points. The district has purchased a supply of internet JetPack to service all of the families in need of access. In addition, we are working directly with Altice to provide internet access via cable for families in need. However, we are also fortunate enough to have an Education Foundation that is working toward raising enough money to roll out a 1:1 Chromebook initiative in September.

# Addressing Special Education Needs Plan – Component #2

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Does the plan address the provision of remote/virtual instruction to implement Individualized Education Plans (IEPs) for students with disabilities to the greatest extent possible, including accessible materials and platforms?

## **Remote Instruction**

The Department of Special Services in collaboration with all its teachers and therapists, have developed activities, tasks, and plans for students with Individual Education Plans (IEP). Remote instruction will be delivered either through online means and/or through packets.

Enhanced digital academic and functional platforms are being used to deliver content at the appropriate level for each student. All students who required technology to access these platforms were provided a laptop and jetpack if needed. Additionally, training was provided to all special education staff on using any and all new vehicles that drive instruction.

Teachers are available to assist parents and students during the school with instruction. The assistance can be in a small group or individually. Teachers are accessible via phone, email, and/or video conferencing. Each class has created its own Google classroom where the teacher posts videos, activities and comments on topics.

# Addressing Special Education Needs Plan – Component #2

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

## **Related Services/Modifications/Accommodations**

All service providers (OT, PT, Speech) submitted and posted activities that are aligned to the students IEP. The goal for our service providers is for your child to continue to work on skills in the current remote learning environment. Service providers are available for questions and guidance via phone, email, and/or video conferencing. All service providers are documenting the frequency and duration of services.

All modifications and accommodations are being implemented as best possible given the level of ability in doing so remotely. Teachers will modify work, create videos, utilize digital platforms to deliver content appropriately, and utilize specialized software to allow work to be accessible.



# Addressing Special Education Needs Plan – Component #2

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

## **Child Study Team**

The Child Study Team is accessible during the school day to answer any and all questions a parent, teacher, or service provider has related to the students needs. They follow up daily with the teachers and service providers to ensure that the students IEP's are being implemented to the greatest extent possible. The Child Study Team is available via phone, email, and/or video conferencing. A contact list of all Child Study Members has been mailed to parents that includes email and phone number.

# Addressing Special Education Needs Plan – Component #2

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Does the plan address procedures for virtual IEP meetings, evaluation and other meetings to identify, evaluate and/or reevaluate students with disabilities?

## **Meetings**

The child study team members are conducting annual IEP, initial planning, eligibility, and reevaluations meetings via video/phone conference using Google Meet and/or Zoom. The case manager contacts all parties to agree on a mutual date and time. Once that has been established a Google invite is sent with the video/phone link to all parties including the parents. Should a parent cancel or not attend, the case manager will make additional attempts to reschedule the meeting.

## **Evaluations**

In accordance with testing protocol and guidance from the respective discipline association, in-person assessments may not occur. Any evaluations that can be completed remotely that does not require in-person contact, will be completed. Re-evaluations and initial planning meetings will utilize the data and information presented to the district to make the best informed decisions to determine eligibility. When reevaluating a student, all current information that include but not limited to classwork, quizzes, or benchmark assessments that are provided by the teacher, service provider, and physician will be considered to determine eligibility and placement. If a student requires a formal assessment outside of a functional assessment, that will be conducted when school resumes in-person.

# Addressing ELL & Bilingual Needs Plan – Component #3

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Does the plan include ESL and bilingual education to meet the needs of English Language Learners (ELLs)?

ELLs are receiving instruction via remote learning through the access of google classroom and zoom sessions with their general education and ESL teacher. Students engage in whole class, small group and one on one sessions. Students also have access to pre-recorded lessons that they can replay as needed. Mini-lessons are designed to support the understanding and application of concepts. ESL teachers provide instructional modifications, visual supports, and utilization of specific academic language, background building and opportunities for language practice.

# Addressing ELL & Bilingual Needs Plan – Component #3

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Does the plan contain how the district communicates with ELL families, including translated materials and directions?

The district ensures the effective communication of important school information to families in their native language. Google translator is utilized to translate information for families and to clarify directions for students. ESL teachers maintain a detailed communication log and communicate with parents via email, GoogleVoice telephone, Zoom and ClassDojo.

# Addressing ELL & Bilingual Needs Plan – Component #3

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Does the district's plan address alternate methods of instruction, differentiation, access to technology and strategies to troubleshoot ELL access challenges?

All students were provided a chromebook by the district. Any student having challenges with wifi were provided a jet pack to ensure connectivity and access to remote learning. Language domains are incorporated into lessons to connect content and language development. Students are performing at different levels so teachers scaffold and provide support for assignments according to the level of each individual ELL. Technology resources students are using are as follows:

- Google Translate, ReadWorks, Google Classroom, and Google Meet

In order to present concepts and strategies, alternate formats such as Padlet, Screencastify, Google PowerPoint Presentations, RazKids, and Zoom are used. All of these platforms allow the differentiation of instruction and assignments and meet English proficiency level needs by embedding linguistic supports such as English and Spanish glossaries, word banks, visual supports, sample or model responses, sentence starters, and clear and concise directions.

# Safe Delivery of Meals Plan – Component #4

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Does the plan contain how the district will provide continued safe delivery of meals to students? See the following slides for information:

- NJDA Guidance Advising School Food Authorities
- Free & Reduced Lunch Distribution
- Critical Meal Plan Information
  1. SFA & Agreement #
  2. Meal Distribution Dates
  3. Site for Meal Distribution
  4. Meals to be Claimed for Reimbursement
  5. Safe Meal Distribution, Meal Content, Meal Counting, Claiming Procedure, & Food Safety Req.

# NJDA Guidance Advising School Food Authorities

On March 13, 2020, the New Jersey Department of Agriculture (NJDA) published guidance advising School Food Authorities (SFA) information concerning reimbursement for meals during an unanticipated school closure due to COVID-19, Novel Coronavirus. All districts that believe they have at least one eligible school or site within their district must apply as soon as possible. Failure to apply can put you at risk of being ineligible for federal reimbursement for these meals. Under the SFSP or the SSO Program, should they close or institute remote instruction due to the Coronavirus:

1) SFAs approved to participate in the 2019 Summer Food Service Program can claim reimbursement for meals served according to all SFSP regulations. Form # 199 will be emailed to approved SFSP participants. Approved SFAs should complete and e-mail Form #199, Waiver to Serve Meals during a COVID-19 related closure, to [snpspecialprojects@ag.nj.gov](mailto:snpspecialprojects@ag.nj.gov) as soon as possible, for approval to serve meals due to a COVID-19 related closure.

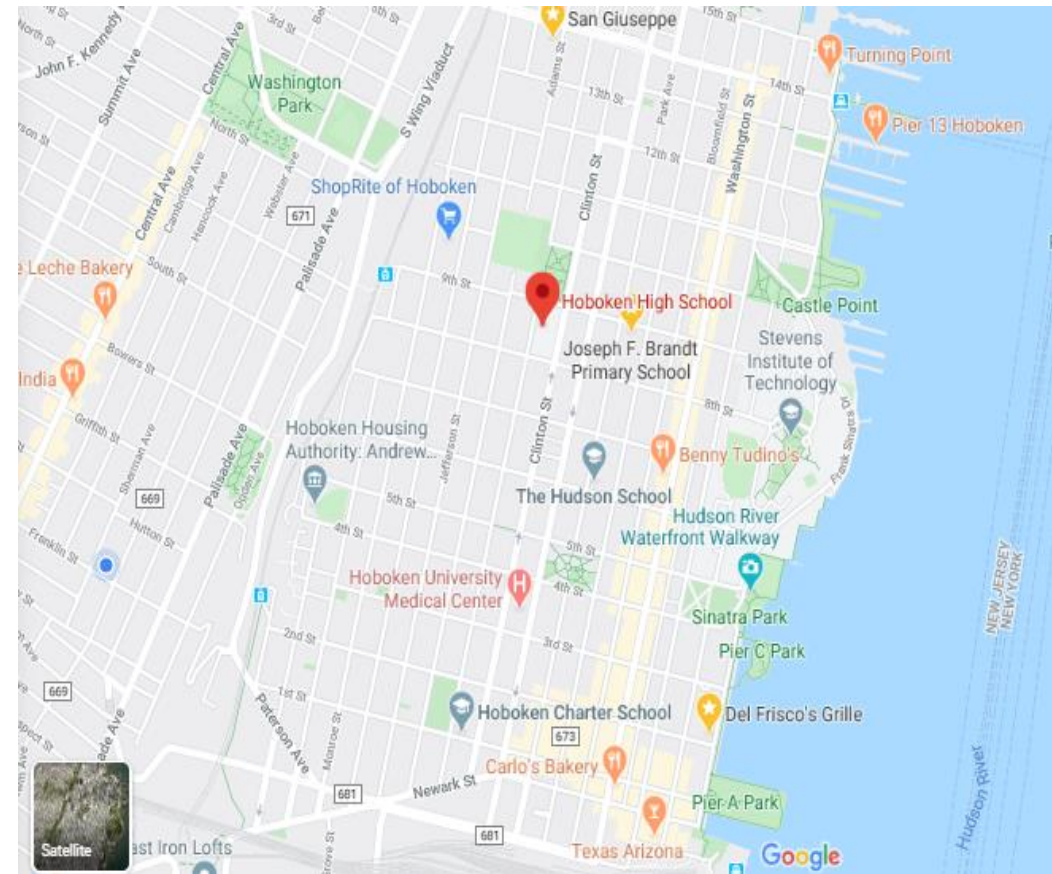
2) SFAs with at least one school site serving a minimum of 50% or more free and reduced-price eligible students can apply to the SSO through SNEARS. Once approved, all students served will be claimed at the “free” eligibility classification. In order to apply, click on the “Seamless Summer Option” link on the home page of SNEARS. A quick turnaround time for approval is expected. SFAs serving meals through the SFSP and SSO must continue to follow all counting, claiming, and meal pattern guidelines. Up to two meals may be claimed per child per day. Please be aware that the NJDA has applied to USDA for an additional waiver for all other districts that do not meet the eligibility requirements of above. These districts need to follow the directives of the NJDA to complete the necessary certifications and applications that pertain to this waiver, if granted. Additional information will be provided, including the application materials, as soon as a determination has been made on this waiver.

# Free & Reduced Lunch Distribution

All students (Hoboken Public School District & the three Charter Schools in Hoboken) eligible for free or reduced lunch will be able to pick up “grab & go” breakfast and lunch meals Monday through Friday between 8:30 am and 10:00 am at the 9<sup>th</sup> street door of Hoboken high school’s cafeteria.

<https://www.google.com/maps/place/Hoboken+High+School/@40.7475621,-74.0332264,15z/data=!4m5!3m4!1s0x0:0xc6740f27d29bf18a!8m2!3d40.7475621!4d-74.0332264>

The Hoboken Public school will deliver “grab & go” breakfast and lunch meals to school choice and homeless students that live outside of Hoboken, as well as homebound students that live in Hoboken.





# Critical Meal Plan Information

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**SFA Name:** HOBOKEN BD OF ED

**Agreement #:** 01702210

**Date Meal Distribution will begin:** 3/16/2020

**Date Meal Distribution will end:** 6/18/2020. Then Seamless Summer Program will run from 6/19/2020 – 8/31/2020

**Schools/Site where distribution of meals will take place:** Hoboken High School (9<sup>th</sup> Street Door & Patio exterior distribution)

**Meals to be claimed for reimbursement per day:** 1 Breakfast and 1 Lunch (up to two meals, or one meal and one snack, per child per day)

**Please outline the SFA's method(s) for safe meal distribution, including meal content and meal counting and claiming procedure. If the SFA plans to provide meals for multiple days, please outline the plan below. Include how all food safety requirements will be met:** FSMC will prepare, hold and serve meals at distribution site. All food will be prepared and distributed using the Meals to follow the Seamless Summer Option to be distributed between the hours of 8:30am and 10:30am. All students will be marked off via a tick sheet upon receiving meals. Meals will be prepared and/or held in accordance with the local health code. Pomptonian Food Service has brought in shelf stable meals and is using fully cooked products. All workers have been equipped with and are required to wear PPE while preparing, packaging and distributing meals.

# Length of Virtual or Remote Instructional Day Plan – Component #5

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Is the virtual or remote learning plan designed to maximize student growth and learning to the greatest extent possible?

- Differentiate instructional time, class assignments, independent work, and measures of student learning by grade bands. In each grade band, design virtual and remote learning plans to maximize student growth and learning to the greatest extent possible.

The Hoboken Public School District's plan for remote learning has gone through phases to ensure that student growth and learning are maximized. Initially, the plan included morning meetings for all students with lessons in all grades and subjects posted on Class Dojo and in Google Classrooms. Teachers, counselors, CST members were available for children from 8:00 a.m. until 3:00 p.m. Within two weeks, the plan was shifted to a schedule which was pushed out to all students and parents that included live teaching sessions in Math and Language Arts Literacy via Zoom or Google Meets, and pre-recorded videos in science, social studies and the related arts. The schedule includes a built-in lunch period as well. The schedule encompasses an entire school day. In order to ensure progress toward standards, students in all grade levels continue to take LinkIt benchmarks in Math and Language Arts.

# Attendance Plan – Component #6

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Does the plan address attendance aligned to the district policy on including how the district determines whether a student is present or absent, and how a student's attendance will factor into promotion, retention, graduation, discipline, and any other decisions that will affect the student?

Attendance is taken by daily interactions with classroom teachers. The Hoboken School District is slightly modifying its policy to determine whether a student will be promoted, retained, or graduate. Each school understands the grand impact that this pandemic has had on families. As a result, while attendance is being taken, the district has switched from the grade of Incomplete to that of To Be Determined. In addition, no child will receive a failing grade at the end of the marking period or year. Instead, an individualized plan will be developed for the student to participate in over the summer with an assigned staff member in order to complete work that is missed or to meet grade level benchmarks. A thorough review of all grades and individualized plans will be done at the end of the summer to determine grade placement for September. Seniors will be required to meet all requirements of their classes in order to graduate.

While we are operating on a remote learning schedule, all HIB and disciplinary guidelines remain in effect.

# Attendance Plan – Component #6

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Does the plan describe how the district is following up with the family when a student is not participating in online instruction and/or submitting assignments?

Each day, teachers interact with their classes. If a child is not present for the Zoom or Google Meets session(s), they notify the principal and guidance counselor. This information is recorded. On a daily basis, calls are made to those families with children who are not present for sessions or for those that may be present but are not turning work in. If the calls are not successful, letters are sent to the home and the district's residency officer does a home visit.

# Facilities Plan – Component #7

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Does the plan contain an outline of how the building will be maintained throughout this extended period of closure?

The custodial and maintenance staff work under the direction of the Facilities Office. All Facilities Department employees have been deemed essential. Every custodian and maintenance staff member are reporting to work as per their daily schedules. The staff members are being rotated to different parts of the building while fulfilling their essential work duties. This schedule ensures that they are socially distancing. Each has been provided gloves, masks, sanitizer and disinfectant spray in order to complete work responsibilities in a safe manner. All indoor and outdoor cleaning and maintenance are addressed daily.

The security guards report to daily as per their regular work schedules for the purpose of building access for administrators and to receive packages. All have been given PPE.

# Summer Programming Plan – Component #8

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Does the plan contain a preliminary outline for the provision of summer services, including:

- Extended School Year (ESY) for students with disabilities including how ESY will be delivered

The Hoboken School district will deliver Extended School Year (ESY) programming for students in grades K-11 with disabilities via remote learning from June 29-July 30<sup>th</sup>. If guidance permits us to operate ESY on site, we will make provisions to do so. Short of that, the remote learning sessions will be 4 hours, for five days per week. Grade bands (K-2) (3-5) (6-8) and (9-12) will be staggered throughout the day. The sessions will include related services for those with IEP's that include those services and will focus on literacy and mathematics skills and concepts, as well as social skills development. Postings for employment have been made public and staff will be hired to deliver ESY.

# Summer Programming Plan – Component #8

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Does the plan contain a preliminary outline for the provision of summer services, including:

- 21st Century programs

The Hoboken Public School District will offer a range of 21<sup>st</sup> Century Learning Courses this summer through Edgenuity for students in grades K-11. These remote course will be at no cost to families and will include a total of 32 options. At the elementary and middle school levels, courses are deemed enrichment. At the high school level, the completion of full courses may be eligible for credit. Once students register for these courses, an individualized plan will be created.

# Summer Programming Plan – Component #8

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Does the plan contain a preliminary outline for the provision of summer services, including:

- Assessment of credit loss or shortages for high school seniors and an initial plan to address credit recovery

The Hoboken School District will assess and address all credit loss or shortages for high school seniors, juniors, sophomores, freshmen. As we are now in the 4<sup>th</sup> Marking Period, the High School Principal and Guidance Counselors have created a list of all seniors who may be at risk of not graduating due to potential credit loss. They have successfully contacted each student and generated a list of work that must be made up. As of June 1, 2020 an assessment will be done of work completed. The district uses Edgenuity for Credit Recovery. This method will be used if necessary. For students in grades 9 through 11, grades of TBD will be submitted for students that are struggling to complete work at this time. If they do not submit the work that needs to be assessed prior to the end of the year, they will be given the opportunity to do so, or enroll in Edgenuity credit recovery courses under the guidance of teachers.



# Summer Programming Plan – Component #8

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Does the plan contain a preliminary outline for the provision of summer services, including:

- Assessments of learning loss and an initial plan for potentially addressing learning loss

The Hoboken Public School District is monitoring learning loss via the administration of Link It Benchmark Assessments. Currently, students in grades K-11 are taking the third benchmark (spring). Once all scores are recorded, an assessment of students will be done by placing them into learning loss, learning stable, and learning accelerated categories. Edgenuity offers coursework to meet the needs of all three types of learners in the areas of math and language arts literacy. A plan will be put together for each student and parents will have the opportunity to enroll their children in any of these courses at no cost. For those students falling in the learning loss category, a teacher will be assigned to coach the student through the completion of these digital courses.

# Summer Programming Plan – Component #8

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Does the plan contain a preliminary outline for the provision of summer services, including:

- STEM or other programs using reallocated grant funds

The Hoboken Public School District will offer a range of STEM Learning Courses this summer through Edgenuity for students in grades K-11. These remote course will be at no cost to families and will include a total of 21 options. At the elementary and middle school levels, courses are deemed enrichment. At the high school level, the completion of full courses may be eligible for credit. Once students register for these courses, an individualized plan will be created.

# Summer Programming Plan – Component #8

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Does the plan contain a preliminary outline for the provision of summer services, including:

- Title 1 extended learning programs

The Hoboken Public School District is monitoring learning loss via the administration of Link It Benchmark Assessments. Currently, students in grades K-11 are taking the third benchmark (spring). Once all scores are recorded, an assessment of students will be done by placing them into learning loss, learning stable, and learning accelerated categories. Edgenuity offers coursework to meet the needs of all three types of learners in the areas of math and language arts literacy. A plan will be put together for each student and parents will have the opportunity to enroll their children in any of these courses at no cost. For those students falling in the learning loss category (Title 1 Extended Learning Programs), a teacher will be assigned to coach the student through the completion of these digital courses.

# Summer Programming Plan – Component #8

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Does the plan contain a preliminary outline for the provision of summer services, including:

- Any preliminary plans for Class of 2020 graduation ceremonies

- High School Graduation Plans – At this time, the High School will host a private ceremony for each graduate, along with 5 members of his/her family. It will be held in the H.S. Auditorium. 30 minutes will be carved out for each graduate. This time will include the graduate walking across a decorated stage in cap and gown, and pick up their diploma. The family will hear a brief speech by the principal, BOE President, and the Superintendent will confer that the graduate has meet all requirements. All participants (max 8) will wear PPE and will be at least 6 ft. apart. The graduate and his/her family will then move to a designated area for family photos. The area will be disinfected after each family leaves. Our tech/film department will video the ceremony and then create a video which will include prerecorded messages from the BOE Members, the Mayor, the Salutatorian, the Valedictorian, and the Class President. All graduates will receive access to this video. There are 83 graduates. The Class Advisors have planned for special gifts and mementos for all graduates.
- 8<sup>th</sup> Grade Moving Up Ceremony Plans – At this time, the Middle School will host a private ceremony for each student, along with 5 members of his/her family. It will be held in the M.S. Auditorium. 30 minutes will be carved out for each student. This time will include the graduate walking across a decorated stage and receive their certificate of completion. The family will hear a brief speech by the principal & superintendent. All participants (max 8) will wear PPE and will be at least 6 ft. apart. The student and his/her family will then move to a designated area for family photos. The area will be disinfected after each family leaves. Our tech/film department will video the ceremony and then create a video which will include prerecorded messages from teachers. All students will receive access to this video. There are 76 students. The PTO will plan for special gifts or mementos for all 8<sup>th</sup> grade students.
- 5<sup>th</sup> Grade Moving Up Ceremony Plans – At this time, the Middle School will host a private ceremony for each student, along with 5 members of his/her family. It will be held in the M.S. Auditorium. 30 minutes will be carved out for each student. This time will include the graduate walking across a decorated stage and receive their certificate of completion. The family will hear a brief speech by the principal & superintendent. All participants (max 8) will wear PPE and will be at least 6 ft. apart. The student and his/her family will then move to a designated area for family photos. The area will be disinfected after each family leaves. Our tech/film department will video the ceremony and then create a video which will include prerecorded messages from teachers. All students will receive access to this video. The PTO will plan for special gifts or mementos for all 5<sup>th</sup> grade students.
- Kindergarten Moving Up Ceremony Plans – A special tribute video will be made (in house) for each school's kindergarten. The PTO will plan for special gifts or mementos for all Kindergarten students.

# Board Approval – Component #9

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Is the plan board approved?

This updated plan will be board approved at the district's June 25, 2020 Board of Education Meeting, as the June 9<sup>th</sup> meeting was postponed.

# Posted on Websites – Component #10

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Is the plan posted on the district/APSSD/Charter/Renaissance School Project Website?

➤ The plan is posted on our district's website [www.Hoboken.k12.nj.us](http://www.Hoboken.k12.nj.us)

# Posted on Websites – Component #11

Does the plan contain a list of essential employees by job title?

Category	Title(s)	Work Stream/Duties	Number of Employees
Administrators	Supt, Asst Supt, BA, Asst BA, Directors, Supervisors, Principals, Vice Principals	Ensure Operations of District, Schools, and Departments	18
Maintenance/ Custodial/Clerk	Custodians and Maintenance Workers	Sanitize All Schools & Ensure All Plumbing, Mechanicals, Electrical, & Alarms in Buildings are Operational. Ensure Dept. Ops.	34
Security	Guards	Ensure Buildings are Secure While Custodians & Admins Are In	16
Food Service	Management and Preparers	Prepare and Feed All Eligible Students	7
Technology	CTO, IT Network Manager, Technicians	Ensure All Tech Devises and Network is Operational	5
Other	Mail, Food Delivery, Payroll, Accounts Payable, HR, Facilities , Clerks	Ensure Payroll Is Run and Bills are Paid. Ensure Meals are Delivered to Homeless Children. Accountability for Staff Attendance. To assist administration in all functions.	28

# APSSD Applicable Only Sharing Plans – Component #12

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Was the plan shared with all sending districts?

- N/A The Hoboken School District does not engage in a send/receive relationship with any other municipalities