

**Randolph Township Schools
Randolph High School
Ages 18-21 Transition Curriculum**

“The future belongs to those who believe in the beauty of their dreams.”

Eleanor Roosevelt

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Curriculum Developed:
August 2020

Date of Board Approval:
October 20, 2020

**Randolph Township Schools
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Mission Statement

We commit to inspiring and empowering all students in Randolph schools to reach their full potential as unique, responsible and educated members of a global society.

**Affirmative Action Statement
Equality and Equity in Curriculum**

The Randolph Township School district ensures that the district's curriculum and instruction are aligned to the state's standards. The curriculum provides equity in instruction, educational programs and provides all students the opportunity to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.

N.J.A.C. 6A:7-1.7(b): Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5; Title IX, Education Amendments of 1972

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**EDUCATIONAL GOALS
VALUES IN EDUCATION**

The statements represent the beliefs and values regarding our educational system. Education is the key to self-actualization, which is realized through achievement and self-respect. We believe our entire system must not only represent these values, but also demonstrate them in all that we do as a school system.

We believe:

- The needs of the child come first
- Mutual respect and trust are the cornerstones of a learning community
- The learning community consists of students, educators, parents, administrators, educational support personnel, the community and Board of Education members
- A successful learning community communicates honestly and openly in a non-threatening environment
- Members of our learning community have different needs at different times. There is openness to the challenge of meeting those needs in professional and supportive ways
- Assessment of professionals (i.e., educators, administrators, and educational support personnel) is a dynamic process that requires review and revision based on evolving research, practices, and experiences
- Development of desired capabilities comes in stages and is achieved through hard work, reflection, and ongoing growth

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Introduction

Students with developmental disabilities benefit from appropriate educational services through age twenty-one. The transition curriculum is designed to address and support transition goals. Being active twenty-first century citizens in both local and global communities is a priority. This curriculum will afford students opportunities for authentic experiences in the setting in which they will live, work, and socialize. Students will engage in competitive and innovative educational and vocational activities as well as independent living scenarios. The course content is aligned with the New Jersey Student Learning Standards. The program will consist of a partnership between the school, student, family, and community agencies. The anticipated outcome for each student is to be prepared to actively participate in the adult world with an appropriate action plan. Student outcomes will be measured by individual program participation and goal attainment. The goals in this course will be guided by the New Jersey Student Learning Standards, Collaborative for Academic, Social, and Emotional Learning (CASEL), NJ IEP (Individual Education Plan) goals, and Randolph Township Board of Education goals.

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Curriculum Pacing Chart**

SUGGESTED TIME ALLOTMENT	UNIT NUMBER	CONTENT - UNIT OF STUDY
9 weeks	I	Social and Emotional Learning
18 weeks	II	Independent Living – Life Skills
9 weeks	III	Career and Vocational Readiness

*Pacing is based on individual student goals and needs.

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Unit I: Social and Emotional Learning

TRANSFER: Create and maintain appropriate interpersonal relationships through self-awareness, emotional regulation, relationship skills and responsible decision making with or without support.		
STANDARDS/GOALS: NJ 2020 SLS Career Readiness, Life Literacies, and Key Skills 9.4 Career and Technical Education: All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degree 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4. 12prof.CR2b, 2.2.12.LF.8) 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1)	ENDURING UNDERSTANDING	ESSENTIAL QUESTIONS
	Responsible decision making is rooted in self-awareness, self-management, and social awareness.	How does one's own personality and individuality impact life outcomes?
	Responding positively to situations rather than reacting negatively yields positive outcomes.	What self-management strategies can support regulating my emotions?
	Empathizing with others and embracing diversity contribute positively to one's community.	What environmental factors impact emotions?
	Developing healthy and appropriate relationship skills impacts success.	What behaviors are consistent with developing appropriate relationships across various settings?
	<u>KNOWLEDGE</u> Students will know:	<u>SKILLS</u> Students will be able to:
	Emotions and behaviors effect life choices.	Classify emotions and behaviors (positive and negative). Identify the impact of personal feelings and behaviors on others and situations.

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Unit I: Social and Emotional Learning

9.4.12. CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12. PF.3) NJ IEP Goal Bank Version 11 7.3 The student will state a number of personal qualities (e.g., strengths, weaknesses, likes, dislikes) about herself/himself and verbalize how these qualities may impact their interactions with others. 7.7 When prompted, the student will accurately identify their own emotions/feelings (e.g., anxiety, stress, frustration, anger, sadness), the intensity of those emotions/feelings and strategies for dealing with those emotions/feelings. 7.8 The student will respond to the feelings of others (e.g., anxiety, stress, frustration, anger), and will display proper behaviors in response to those feelings (e.g., comforting a friend when sad), which	The process of decision making affects the outcome. There are many contributing factors to creating and enhancing relationships.	Analyze decisions while considering consequences. Recognize one's strengths and weaknesses. Show moral and ethical values in hypothetical events. Classify social behavior. Acquire and monitor strong interpersonal skills. Recognize personal qualities that enhance employability. Predict and discuss how relationships may evolve over time. Analyze body language, facial expression and gesture as a form of communication (3 language components).
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Unit I: Social and Emotional Learning

will demonstrate empathy for the feelings of others. 7.27 When faced with a social conflict with peers or adults, the student will use positive strategies (e.g., perspective-taking, assertive-communication, problem-solving, seeking appropriate assistance) to resolve the conflict. Core SEL Competencies CASEL: Recognize one’s own emotions, thoughts, and values, and identify how they influence behavior. CASEL: Assess one’s strengths and limitations with a well-grounded sense of confidence, optimism, and a growth mindset.	Self-advocacy is a vehicle for students to attain personal and post-secondary goals.	Generalize appropriate social skills in various community settings. Understand the connection between needs, interests, abilities, and deficits in all areas. Self-advocate when necessary. Locate and use community-based resources independently to the extent possible. Apply for relevant services post 21.
CASEL: Regulate one’s emotions, thoughts, and behaviors in different situations – effectively managing stress, controlling impulses, and motivating oneself. CASEL: Identify, set, and work toward personal and academic goals.	VOCABULARY: adaptable, potential, articulate, challenges, conscientious, flexible, realistic, versatile, awareness, confidence, self-care, access KEY TERMS: advocate, interpersonal skills, responsibility, safety, communication challenges, rapport, resources, culture, diversity, technology.	

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Unit I: Social and Emotional Learning

CASEL: Communicate clearly, listen actively, cooperate with others, and seek and offer help when needed. CASEL: Make constructive choices about personal behavior and social interactions. CASEL: Evaluate consequences of one's actions and consider the well-being of oneself and others.		
ASSESSMENT EVIDENCE: Students will show their learning by: · Participating in virtual activities · Problem solving simulation activities/role play · Participating in life skills curriculum · Participating in recreational activities with individuals of varying abilities · Analyzing self-attributes KEY LEARNING EVENTS AND INSTRUCTION: · Goal Setting/vision boards · Circles Curriculum · Self-advocacy role play · Review of IEP modifications · Community based instruction · Use of authentic learning environment		
SUGGESTED TIME ALLOTMENT	9 weeks	

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Unit I: Social and Emotional Learning

SUPPLEMENTAL UNIT RESOURCES	See Appendix A
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Unit II: Independent Living - Life Skills

TRANSFER: Actively engage in life skills that support independent living.		
STANDARDS/GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
NJ 2020 SLS Career Readiness, Life Literacies, and Key Skills 9.2 Personal Finance and Literacy: all students will develop skills and strategies that promote personal and financial responsibilities related to financial planning, savings, investment, and charitable giving in the global economy 9.2.12.A.1 Analyze the relationship between various careers and personal earnings goals 9.2.12.A.4 Summarize the financial risks and benefits of entrepreneurship as a career choice 9.2.12.A.7 Analyze different forms of currency, how currency is used to exchange goods and services, and how it can be transferred from one person's business to another.	Successfully engaging in life skills affords opportunities for independence.	What skills are required to live independently?
	Utilizing resources will support with independent living.	How do independent skills carry over to social and occupational settings?
	<u>KNOWLEDGE</u> Students will know:	<u>SKILLS</u> Students will be able to:
	Preparation and careful execution of tasks creates success.	Participate in household tasks.
		Maintain indoor and outdoor facilities of a home. Develop an increased use of appliances related to daily living. Follow multi-step directions in completing daily living tasks. Research and explore grocery options and execute orders.

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Unit II: Independent Living - Life Skills

9.2.12.B.1 Prioritize financial decisions by systematically considering alternatives and possible consequences 9.2.12.B.3 Construct a plan to accumulate emergency “rainy day” funds. 9.2.12.B.4 Analyze how income and spending plans are affected by age, needs, and resources 9.2.12.C.1 Compare and contrast the financial benefits of different products and services offered by a variety of financial institutions. 9.2.12.D.1. Summarize how investing builds wealth and assists in meeting long– and short-term financial goals. 9.2.12.E.1. Analyze and apply multiple sources of financial information when prioritizing financial decisions 9.2.12.E.3. Evaluate how media, bias, purpose, and validity affect the prioritization of consumer decisions and spending. NJ IEP Goal Bank Version 11	Financial variables influence daily and monthly budgets. Transportation opportunities vary depending on your community.	Utilize safety strategies in the household setting as well as in the community. Identify emergency resources and develop the skills required to contact police, fire, or emergency medical services if needed. Locate and use common community establishments, describe the service provided, and develop skills in the of those services. Budget for monthly expenses. Recognize sales and company advertising plans. Deposit and write checks as well as utilize online banking. Explore costs associated with daily living. Analyze various sources of income. Access on public transportation to navigate various locations.
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Unit II: Independent Living - Life Skills

9.1 When shown a clock face or digital clock, the student will correctly tell the time specified to the minute. 9.2 The student will identify various components of the calendar (e.g., year, months, seasons, days of the week) 9.3 The students will identify and assign a value to common coins up to a quarter and bills up to a twenty-dollar bill. 9.4 The student will exchange coins up to a quarter and bills up to a twenty-dollar bill to make purchases 9.8 The student will identify and select an appropriate wardrobe based on color, size, weather, and activity.	A healthy lifestyle is reflective of choices made.	Identify the various means of transportation and how to best utilize them. Explore city living compared to the suburbs. Calculate costs prior to embarking on the itinerary. Select recreational activities that increase physical activity. Analyze food choices and categorize them according to their nutritional value.
9.22 The student will organize, open, cut, chop, and otherwise prepare food for a meal. 9.23 The student will identify and use different appliances and utensils when preparing food. 9.24 The student will follow a simple recipe in sequence	VOCABULARY: motivation, environmental, community, measurable, need, want, priority surroundings, quality, quantity, responsibility, credit, debt KEY TERMS: situational awareness, mission, urgency, negotiate, income, financial budget, fiscal responsibility, independence, safety precautions, money management, critical consumer	

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Unit II: Independent Living - Life Skills

9.25 The student will identify and use proper methods for storing foods safely in the kitchen. 9.27 The student will develop a daily and a weekly nutritious and well-balanced meal plan using the FDA guidelines 9.3 Career Awareness, Exploration, and Preparation: All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age. 9.30 The student will complete common housekeeping tasks 9.32 The student will demonstrate appropriate hygiene skills related to nose blowing, coughing, and sneezing. 9.33 The student will perform tasks related to personal safety. 9.35 The student will research, select, shop and purchase items from a store. 9.38 The student will complete tasks related to school leisure activities.		
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Unit II: Independent Living - Life Skills

9.43 The student will take public transportation and will complete different tasks related to public transportation 9.46 The student will complete tasks related to banking 9.47 The students will complete tasks related to personal finances 9.56 Given various types of items by the teacher, the student will measure the items correctly (e.g., length, distance, temperature, weight)		
ASSESSMENT EVIDENCE: Students will show their learning by: • Using various appliances • Navigating public transportation • Manipulating finances and maintaining fiscal responsibility • Creating and adhering to a daily schedule • Problem solving in authentic environments • Transferring skills into multiple settings. KEY LEARNING EVENTS AND INSTRUCTION: • Community-based instruction • Authentic simulations • Transportation training		

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Unit II: Independent Living - Life Skills

• Independent living tasks • Online banking and finance activities	
SUGGESTED TIME ALLOTMENT	9 weeks
SUPPLEMENTAL UNIT RESOURCES	See Appendix B

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Unit III: Career and Vocational Readiness

TRANSFER: Enhance employability skills while recognizing employee rights and benefits.		
STANDARDS/GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
NJ 2020 SLS Career Readiness, Life Literacies, and Key Skills 9.1 21 st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures. 9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences. 9.1.12.A.2 Participate in online strategy and planning sessions for course-based, school-based, or outside projects. 9.1.12.C.1 Enlist input from experts in the field, community members, and other stakeholders to design a service-learning activity that addresses a local, national, or worldwide need.	Soft skills are transferable to different vocational settings.	How does productivity increase your employability?
	Aptitude, interest, and ability are factors in identifying career options.	What qualities are essential for employment?
	Supported employment promotes social integration and productivity.	What resources are available for workplace support?
	<u>KNOWLEDGE</u> Students will know:	<u>SKILLS</u> Students will be able to:
	Employment is dependent on skills and preparedness.	Demonstrate soft skills (i.e. eye contact, body language, communication, motivation, decision making, etc.) to support job placement in the field.
		Create cover letter and resume for employment. Engage in all aspects of the job application process. Analyze different interview techniques used by employers.

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Unit III: Career and Vocational Readiness

9.1.12.C.4 Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences. 9.1.12.D.1 Interpret spoken and written communication within the appropriate cultural context. 9.1.12.E.1 Create messages for different purposes and audiences with sensitivity to cultural, gender, and age diversity, using various digital media outlets. 9.1.12.F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences. 9.2 Personal Finance and Literacy: all students will develop skills and strategies that promote personal and financial responsibilities related to financial planning, savings, investment, and charitable giving in the global economy 9.2.12.A.1 Analyze the relationship between various careers and personal earning goals.	There is a relationship between behavior and employability.	Participate in multiple job shadowing and internship opportunities with the support of a job coach or independently. Evaluate/ reevaluate personal abilities, interests, and motivations by discussing how they might influence job and career selection. Develop relationships with local businesses to secure paid jobs. Explore a variety of settings that will develop cross occupational skills. Discuss behaviors and attitudes that positively and negatively affect employment through role playing scenarios and video clips. Practice positive behavior on-site in preparation for vocational placement. Display appropriate behavior on job sites and in the community. Determine the extent to which an individual's online behavior (i.e. social networking, photo exchanges, and
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Unit III: Career and Vocational Readiness

9.2.12.A.2 Identify a career goal and develop a plan and timetable for achieving it, including educational/training requirements, costs, and possible debt. 9.3 Career Awareness, Exploration, and Preparation: All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.		video postings) may impact opportunities for employment or advancement. Understand employer expectations related to substance use (i.e. tobacco, drugs, and alcohol). Categorize employer policies related to individual behavior and responsibilities (i.e. absence and tardiness, plagiarism, harassment).
9.3.12.C.1 Access and modify Personal Student Learning Plans to support declared career goals. 9.3.12.C.3 Develop personal interests and activities that support declared career goals and plans. 9.3.12.C.4 Use online resources to examine licensing, certification, and credentialing requirements at the local, state and national levels to maintain compliance with industry requirements in areas of career interest. 9.3.12.C.5 Identify transferable skills in career choices and design alternative career plans based on those skills.	VOCABULARY: vocational school, career, occupation, application, resume, employability, interview, credentials, minimum wage, salary, income, colleague, transferable, requirements, readiness KEY TERMS: job application, job skills, vocational assessment, aptitude, career cluster, related jobs, job description, entrepreneurship, work values, digital footprint, career preparation	

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Unit III: Career and Vocational Readiness

9.3.12.C.6 Develop job readiness skills by participating in structured learning experiences and employment seeking opportunities. 9.3.12.C.7 Pursue a variety of activities related to career preparation (e.g. volunteer, seek employment, and/ or apply for training grants, higher education grants or loans). 9.3.12.C.11 Evaluate the responsibilities of employers and employees for maintaining workplace safety and explain health rights related to a particular occupation/ career. 9.3.12.C.21 Determine the extent to which an individual's online behavior may impact opportunities for employment, job retention, or job advancement. NJ IEP Goal Bank Version 11 10.1 The student will identify and research vocational preference, interests, and aptitudes. 10.2 The student will research, analyze and explore the requirements of preferred occupation.		
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Unit III: Career and Vocational Readiness

10.4 The student will participate in situational assessments to explore different vocational careers of interest. 10.6 The student will complete tasks related to applying for employment. 10.7 The student will read a paycheck and identify its parts. 10.8 The student will complete task for job interviewing. 10.9 At the work site, the student will communicate with peers and supervisors in an acceptable manner. 10.10 At the work site, the student will behave in an acceptable manner with peers and supervisors. 10.11 The student will maintain regular attendance and punctuality at the work site. 10.14 The student will understand the importance of safety on the job site and follow all safety rules. 10.15 The student will travel to and from the job site safely and independently.		
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Unit III: Career and Vocational Readiness

ASSESSMENT EVIDENCE: Students will show their learning by:

- Preparing for interviews
- Developing electronic resume/ cover letter
- Completing an application
- Executing authentic skills on job sites

KEY LEARNING EVENTS AND INSTRUCTION:

- Authentic development of soft skills
- Job sampling
- Career cluster inventories
- In-district vocational exploration
- Community-based instruction

SUGGESTED TIME ALLOTMENT	18 weeks
SUPPLEMENTAL UNIT RESOURCES	See Appendix C

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**APPENDIX A
UNIT 1 Social, Emotional Learning**

CONTENT-UNIT OF STUDY	Supplemental Unit Resources Community Based Instruction Possibilities
Social Emotional Learning Self-Regulation Skills Movie: Wonder Section 1: Self-Awareness Inventories a. College and Career Readiness Section 2: Self-Management Section 3: Social Awareness	www.CASEL.org www.cfchildren.org https://www.bing.com/search?q=movie+wonder&src=IE-SearchBox&FORM=IESR3A&DAF0=1 http://www.actforyouth.net/youth_development/professionals/sel/self-awareness.cfm https://www.lessonplanet.com/lesson-plans/college-and-career-readiness/all http://www.actforyouth.net/youth_development/professionals/sel/self-management.cfm http://www.actforyouth.net/youth_development/professionals/sel/social_awareness.cfm https://kahoot.com/blog/2017/04/05/social-learning-and-play-kahoot-pedagogy

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a. Kahoot-Social Skills	http://www.actforyouth.net/youth_development/professionals/sel/relationship_skills.cfm
Section 4: Relationships Skills	https://stanfield.com/
a. Circles Curriculum	http://www.actforyouth.net/youth_development/professionals/sel/decision_making.cfm
Section 5: Decision Making	

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APPENDIX B
UNIT 2 Independent Living - Life Skills

CONTENT-UNIT OF STUDY	Supplemental Unit Resources Community Based Instruction Possibilities
Unit II – Independent Living- Life Skills Personal Finance Daily Living Transportation Health and Wellness	SiLAS, Teach Town Local Bank, local stores, local restaurants, places of employment, local recreational venues Life skills lab that includes mock kitchen, laundry center, bedroom, office, & living room Train stations, community buses, car dealership, car services, Access link, NJ Tip Transition House exercise room, ropes course, Randolph paths, local restaurants, local grocery stores, police station, fire station, hospital, Randolph library, Randolph Parks, Project Unify, gym membership

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APPENDIX C

UNIT 3 – Career and Vocational Readiness

CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES Community Based Instruction
Unit III – Career and Vocational Readiness Safety and Ethics Interest and aptitude Employability Local Partners	SiLAS, YouTube videos, guest speakers, virtual tours, Teach Town, school store, DVRS, DDD, DAWN Center for Independent Living OSHA representative visit, occupational safety analysis Conover MECA, NJCAN, Naviance, other inventories and surveys Local business mock interviews, electronic resumes, various community speakers, community-based instruction, Structured Learning Experiences with job coaches, task analysis data charting • Randolph Schools Building Grounds and Maintenance – In district • Randolph School Tech Department – In district • Randolph Transportation – In district • Center Grove Library – In district • Maschio’s Food Services – In district • J.T.’s Confection – Randolph • ADI – Randolph • Weis Market – Randolph • Wendy’s- Randolph • Recycling Center – Randolph • NJ Martial Arts - Randolph

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| | <ul style="list-style-type: none">• Randolph Diner• Antimo's Pizza – Randolph• Mario's Pizza – Randolph• Brooklyn Bagel – Randolph• Chill Yogurt – Randolph• LA Fitness – Randolph• Planet Fitness – Roxbury• Kohls – Roxbury• YMCA – Randolph• Adam's Pet Safari- Chester• Shop Rite- Chester• Shop Rite – Rockaway• Red Robin – Rockaway |
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