



**Union County Educational Services Commission  
Superintendent Report**

<b>School/Department:</b> Crossroads School	<b>Report Date:</b> 10/29/21
---	------------------------------

**Enrollment:**

<b>Current Enrollment:</b> 41	<b>Intake:</b>
<b>Acceptances:</b>	<b>Disenrollments:</b> 0

**Emergency Drills:**

<b>Fire Drill:</b> 10/29/21	<b>Other (Specify Type):</b> 10/15/21
-----------------------------	---------------------------------------

**Curriculum and Instruction:**

**Christina Witte: (Middle School)**

Students and staff enjoyed harvesting their very own pumpkin from the Crossroads School community garden! Students and staff took great pride in utilizing the “class pumpkin,” in a variety of instructional learning activities and sensory explorations. Students practiced activity schedules that were individualized and tailored to classify pumpkins by size, color, and texture.

Crossroads School welcomed our new Speech Therapist, Ms. Alayna Quattrocchi, in the month of October. The speech department nominated student S. Flores, Elizabeth Public Schools with the star student of the month. One of the many specific student outcomes achieved by the middle school student was his significant growth in his communication skills. He is attending to tasks for longer intervals of time, communicating his needs appropriately and articulating comments in social situations. We are so proud of Sam!

**Allison Gebler:  
(Elementary School)**

Students and staff focused on farming, fall plant life and incorporating Halloween learning and social activities through Social Studies, Art and English Language Arts activities. Students also actively participated in a multitude of learning centers focusing on communication and assessment skills. Skills such as developing facial expressions on pumpkin printouts using Play-Doh, sequencing mixed up images to reveal a specific pumpkin picture and an I Spy Monster scavenger hunt were all thoroughly enjoyed by the students.

**Community Based Instruction and Special Events:**

As per the UCESC Board of Education, community-based instruction opportunities are paused due to the COVID-19 national pandemic.

Thanks to the creativity of Mrs. Christina Witte, her staff turned her classroom into a ShopRite supermarket. Students created a list of grocery item requests from other classrooms, arranged them throughout the classroom and worked collaboratively in finding the items using a picture and/or written shopping list.

Crossroads School Principal, Reed Leibfried, Supervisor of Curriculum and Instruction, Danielle Cicalese, and School Social Worker Elaine Liggeri worked in coordination with the Crossroads Parental Teacher Organization to reinstate our annual Halloween Parade! Crossroads Parents were invited to attend the outdoor event and over 25 parents and family members joined in the parade and expressed endless amounts of gratitude for allowing them this opportunity. Stay tuned for Instagram Photos coming your way soon!

**Professional Development:**

Crossroads Staff participated in two professional development opportunities on our designated UCESC professional development day.



**Union County Educational Services Commission  
Superintendent Report**

<b>School/Department:</b> Hillcrest Academy North	<b>Report Date:</b> 11/4/21
---	-----------------------------

<b>Enrollment:</b>	
<b>Current Enrollment:</b> 82 <b>Acceptances:</b> 9	<b>Intakes:</b> 9 <b>Disenrollments:</b> 0
<b>Emergency Drills:</b>	
<b>Fire Drill:</b> 10/28/21	<b>Other: Lockdown:</b> 10/27/21

<b>Curriculum and Instruction:</b>
<p>US I History students have learned about how people came to the New World and the interactions between Europeans and Native Americans. Students have discussed and analyzed the importance of early exploration and will continue to build upon those skills as we begin learning about colonization. Economic students have continued studying different economics systems and will be using their Claim, Evidence, Analysis writing skills to compare Capitalism, Socialism, and Communism and the impact different economic systems have on a global scale.</p> <p>English students are starting each class answering critical thinking questions. Students learned about Author’s Purpose, POV, and Perspective. Students read a letter written by Kurt Vonnegut and had to determine his purpose, POV, and perspective. Students also learned about the elements of an argument as well as the components of RACE. They went through the process, step by step, by looking at “Slip or Trip”, a drawing depicting a possible murder. Then they did this on their own with “Tragedy in the Bathroom” and wrote a RACE response.</p> <p>In Creative Writing, students are starting each class answering creative questions. Students learned about imagery and the five senses. They described in written words a nature picture. They then were given someone’s description and had to draw the picture based on the written description. Students then learned about “tone and mood.” They watched various movie trailers that have been changed by different words, colors, and music, and discussed how that changed the tone and mood. Then students started learning about the “writing process” and started brainstorming and drafting their “food description” passage. Students also used Khan Academy for grammar review - this month they reviewed verbs.</p> <p>In Science, students wrapped up their exploration into the underlying truths, or nature, of science. Environmental Science students continued their exploration into the formation of the universe and Earth’s place in it. Biology students finished their studies of the characteristics of life and how all life is organized into cells. Forensic Science students completed a long-term project that had them measuring every square inch of the classroom and constructing a scaled crime sketch by hand. Next month, environmental science students will begin learning about the formation and life cycle of stars, specifically, the Sun, the characteristics and nature of the Moon and its importance in the Earth’s systems, and tidal patterns. Biology students will begin exploring cell types and start their lab course with an introduction to microscopy. Forensic science students will begin their inquiry into physical</p>

evidence, specifically, hair, fibers, and fingerprints and will also begin their lab course with an introduction to microscopy.

### **Community Based Instruction and Special Events:**

October started with the Week of Respect from October 4 - 8. During this week, the morning quote was a daily quote about respect. Additionally, the social workers SEL group for the week was HIB education as well as an activity on Respect. As always, staff continued to discuss themes of respect throughout the week. We also needed to plan for three days of virtual learning, preparing packets of work for the students to take home. Also, the social worker and school counselor contacted homes for the SAT and PSAT days in Elizabeth on 10/13 and 10/28.

Topics discussed this month in our SEL classes were respect, goal setting, feelings, and character strengths. Additionally, students began completing daily reflection forms twice a day. The social worker reviews these forms in a timely manner and follows up with students as needed.

### **Professional Development:**

During the month of October, Hillcrest Academy North staff participated in PD on October 12. It was a workshop focused on developing solid essential questions and lesson plans, learning tools and strategies to assess students in the classroom, and develop departmental SGOs. HAN is also training in integrating social-emotional learning activities into the classroom to help revitalize student commitment to math and ELA skills. Lessons in Success Seminar for this month continued to focus on the importance of self-reflection and how to effectively answer self-reflective questions.

Also, this month, the guidance counselor prepared and administered the NJ Start Strong State Assessment. She held faculty meetings and trained the staff at Hillcrest Academy North in preparation for the staff to be test administrators.



**Union County Educational Services Commission  
Superintendent Report**

<b>School/Department:</b> Hillcrest Academy South	<b>Report Date:</b> 11/4/2021
---	-------------------------------

<b>Enrollment:</b>
--------------------

<b>Current Enrollment:</b> 77	<b>Intakes:</b> TBA
<b>Acceptances:</b> 2 (1 Transfer back from HAN, 1 back from Elizabeth)	<b>Disenrollments:</b> 4 (3 moved, 1 Residential Issue)

<b>Emergency Drills:</b>
--------------------------

<b>Drills:</b> N/A (due to remote instruction)	<b>Other:</b> N/A (due to remote instruction)
--	---

<b>Curriculum and Instruction:</b>
------------------------------------

**Ms. Schulhafer:**  
Our Shared Guidance Counselor with Hillcrest North prepared and administered the NJ Start Strong State Assessment. Ms. Schulhafer held faculty meetings and trained the staff at HAS in preparation for the staff to be test administrators. Ms. Schulhafer also worked alongside Mr. Savoia to prepare the testing rosters and schedule for the duration of testing.

**Ms. Gilchrist:**  
Our Social Worker, continued to be in regular contact with all students virtually. The Social Worker continued to support staff and administration in a variety of functions such as translating, contacting students, meeting with students virtually, and reviewing their academics. Additionally, she continued to track and counsel students with substance abuse violations. Ms. Gilchrist also posted in the Social Worker/ Guidance Counselor Google Classroom. Most recently, she was on site at Hillcrest Academy North during state testing when she assisted the principal in a myriad of tasks. She also attended the ABS bi-yearly meeting at the Commission and in conjunction with the Dr. Balsamello completed the yearly self-monitoring HIB assessment.

**Ms. Rubin:**  
Our Nurse and Health teacher: continued to work on creating new health files for each student. Ms. Rubin called the absent students, with the assistance of Ms. Providence, Secretary, on a daily basis to keep track of COVID-19 related symptoms for reporting and contact tracing. Ms. Rubin has contacted families to assist with questions about our school policy regarding COVID-19 protocol. Ms. Rubin also provided families with resources in their neighborhood for free testing and vaccinations for both the flu and COVID-19. On 10/20/21, Ms. Rubin attended a full day of professional development; the Annual School Health Conference given by the New Jersey Chapter of the American Academy of Pediatrics. A wealth of the most current information in school health care was shared. On October 21, the first survey of non-vaccinated staff members was conducted. The survey will be completed weekly, even if HAS is on remote instruction. Actual COVID-19 testing for unvaccinated and volunteer staff will begin for HAS once we have resume in-person instruction.

**English (Ms. Cioffi):**  
In Ms. Cioffi's English, courses have continued to follow and practice the rituals and routines of virtual learning. Lessons in the first half of October were based on the continuation of reviewing the basic skills necessary for the remainder of the school year and for review for students who have not attended in person class for this extended period of time. Classes have reviewed skills such as annotation, summarizing, identifying central ideas, and citing

textual evidence. Lessons are now working on point of views and how to analyze an author's point of view and use of factual and opinion-based statements. English courses have continued to use IXL once a week. When assigned IXL, students are either practicing targeted questions that connect to the skill they are working on in class that week or completing diagnostic questions to gauge their overall improvement. The teacher will continue to use this data from IXL and use that to differentiate her instruction and assign students appropriate tasks and texts while teaching the skills and content from Unit 1 of the English Curriculum.

**English (Ms. Holden):**

Students in Ms. Holden's English classes continued to improve in their use of technology as they learn remotely. In addition to IXL, students have been using Educite, CommonLit, and Flocabulary to improve their language arts skills. Presently, Ms. Holden is using the IXL program to supplement the topics she is teaching in class. Students have recently improved their skills in main idea, fact vs. opinion, inference, and the author's purpose in writing. Students commemorated Hispanic Heritage Month and National Bullying Prevention by reflecting on these topics and writing about the topics. Ms. Holden continued to call home weekly to her advocate students in addition to contacting students who need additional encouragement to complete their assignments.

**Physical Education/Health: (Mr. Peters)**

In Physical Education, students are still getting the opportunity to get their sweat on thanks to the wonders of the internet. Students are being shown multiple avenues to participate in activities to increase strength, increase flexibility, and take part in cardiovascular exercises. Students are participating in workouts such as yoga, Pilates, meditation, cardiovascular, strength, and flexibility. All workouts are between 5-15 minutes in length and students answer a self-assessment at the end to score their efforts. On nicer days students also get the opportunity to get outdoors and enjoy the fresh air whether we are going for a walk, playing wiffleball, or throwing the football around. In Health, we are concentrating on the coronavirus pandemic that has swept the globe. Students are being kept up to date with current trends and events that are affecting us all. We are reviewing proper hand-washing techniques, proper face mask wearing, personal responsibility, how the virus is transmitted, and the social and emotional issues caused by the virus. Students are also being educated about the vaccines that are currently available and the multiple variants of the virus. Students are also learning about the Red Ribbon Week initiative and partaking in activities while learning about staying drug free.

**Physical Education/Health: (Mr. Barone)**

The students in Mr. Barone's Health classes have discussed a number of topics during October such as the importance of cleaning and disinfecting the home and mental and emotional health. Mr. Barone stressed the importance of daily cleaning to make sure all viruses and bacteria are removed and also discussed numerous strategies that can be used to make sure the home is properly cleaned such as concentrating on the "high touch" areas of the home. In addition, Mr. Barone also discussed numerous topics such as vaping, alcohol and prescription drug use during Red Ribbon Week which led to in depth class discussions.

**Biology: (Mr. Mah-Essiet)**

In Mr. Mah-Essiet's Biology classes, students were exposed to interactive atomic, molecular, and cellular models that were used to illustrate, analyze, and explore the hierarchical organization of life. Students engaged in a variety of virtual interactive activities to reconstruct the building process from an individual atom, to a complete independently functioning complex organism. In addition to teacher-created resources, explorelearning.com, quizizz.com, and ck12.org resources were utilized. In the Google Classroom, students engaged in activities and were assessed on the different levels of organization. Students reviewed PowerPoint notes, watched, and summarized interactive video clips on cellular, organismal, and populational levels of organization. Interactive PowerPoint presentations were utilized in analyzing organizational hierarchies at the chemical, organelle, cellular, tissue, organ, organ system, and organismal levels. Overall, students learned how the basic structural and functional unit of life (the cell) is created through a combination of building blocks and how hierarchical levels of life in the biosphere are related. Forensics students explored the multidisciplinary nature of forensics. Questions were asked about the interrelatedness of forensics and biological techniques. The universality of the DNA in forensic and biological techniques was emphasized. Levels of organization at the chemical, cellular, tissue, organ, organ systems, and the human organism were addressed utilizing the same initial resources as in biology. Students were engaged in activities and learned the normal functioning of the different cells, tissues, organs, organ systems, and the organism.

**Science: (Ms. Arora)**

Ms. Arora's Forensic science students worked on physical evidence and DNA fingerprinting. In this unit, they learned types of physical evidence and significant value of DNA evidence. They did a virtual lab on DNA fingerprinting and analyzed it. They also watched videos of detectives who solved the mysteries by DNA evidence which had never been solved or some innocent individuals who were wrongly imprisoned. In Environmental Science, students learnt about natural hazards like earthquakes, Volcanic eruption, wildfire, Hurricane, tornadoes, Tsunamis, etc. In this unit, students understood how to prevent these natural hazards and in case they have to face the situation, how they will prepare themselves and manage after a hazard. This unit prepared them for future challenges of life.

**Math: (Ms. Ferrari & Ms. Fernandez-Siejack)**

In Ms. Ferrari and Ms. Fernandez-Siejack's math classes, students were required to work on IXL for one full hour each week. This was in an effort for students to reach their Target Goals for SGO 1 that stated by March of 2022, 75% of students will reach their individual target score in the numbers and operation strands of IXL. Mr. Van Cleef, Ms. Fernandez-Siejak and Ms. Marie Ferrari collaborated to find the best language for this SGO. It was explained to the students how the teachers can view the time spent, the number of problems completed, and quality of their work. A rubric was provided for students underlying clear expectations for student work in IXL.

**Algebra: (Ms. Ferrari)**

Ms. Ferrari's Algebra I students worked on multistep linear equations, equations with variables on both sides, inequalities, absolute value, ratios, and proportions. Geometry students worked on angles and angle relationships, the distance formula, the midpoint formula, and basic geometric constructions. Codecogs was utilized to import rational equations into Google Forms. Students completed multiple choice questions, marked all that apply questions, and analytical long text questions on their assignments. Pictures were also imported into Google Forms which included but was not limited to exponential and linear graphs, two dimensional and three-dimensional figures, and pictures of mathematical applications of various careers.

**Algebra: (Ms. Wrzesinski)**

Ms. Wrzesinski's Computer Science classes completed up to lesson 14 in their express course on code.org. Students learned how to create basic code, create sprites (cartoons), assign events, behaviors, and movements to these sprites. Since then, students have been able to learn repeated motions, create intricate snowflakes, create a dance party with multiple moving characters, create puzzles using Minecraft programming and gain an overall understanding how their cartoons and video games really work. The teacher and students work on levels together to fully understand the concepts and help each other. U.S. History I classes finished their Age of Exploration unit and have moved into settlements and colonies. Students learned about the Spanish colonies and settlements in North, Central and South America as well as about the Dutch and English areas of settlement in North America. Specifically, students learned about the interactions between the new settlers and the Native Americans, the downfalls and the positives of those interactions. Students then moved into the main 13 colonies of the British that included Jamestown, hardships, crops, and the difficulties of creating a town from the bottom up. Modern World History classes completed their Renaissance unit. They learned about the characteristics of the Renaissance, essential people such as Leonardo da Vinci, important inventions such as the printing press, the spread of Renaissance culture to the rest of Europe, the societal hierarchy of this time, fashion, and food. This unit ended with the Protestant Reformation. Students were able to see that during the Renaissance when there was a shift from religion to a secular society and with that brought a shift in religious reasoning and a break from the Catholic Church. Students learned the reasons for this and how people like Martin Luther were able to create a breakaway sect that will eventually spread to the rest of Europe. This was modeled by the Church of England lesson with King Henry the VIII who wanted to break away from the Catholic Church to divorce his wife.

**Art: (Ms. Picciano)**

Ms. Picciano's Art students continued to learn the basics in categorizing art. Art is named by its subject matter (portrait, landscape, still life, etc.) and lessons in each were designed to analyze and critique in all five genres. With subjects such as still life and landscapes (those without people), one is still able to read into symbolism and make an emotional connection to the work based on its mood. Students learned about portraiture which presented a lot of opportunities to include social emotional learning exercises as well as art's connection to science and psychology. Students also learned that recognizing faces and feeling empathy is part of the survival instinct and

we need these abilities to help each other as a species as well as detect danger. In portraiture, there were several sub-categories explored such as the portrait (art about a person made by another person), genre portraits (scenes of everyday life), the self-portrait (art about the self), and the “selfie”. Each type of portrait provides a different perspective of the person in the work as well as the artist’s intent. Portraits offer a segway into talking about self-awareness, empathy, and identity. Students were encouraged to talk about the human condition; how they connect to a work, the feelings it evokes and wonder about their lives and circumstances regardless of the time period it was made. Each student created an identity journal where they are to become more self-aware of the extraneous and inherent factors which contributed to their identity. They also compiled a collection of pictures digitally, that represent the topics they wrote about. Eventually, these journals will act as reference guides for future projects.

**Community Based Instruction and Special Events:**

HAS is pleased to announce a new addition to our faculty, science teacher Mr. Mah-Essiet.

During October, HAS observed the annual Week of Respect and School Violence Awareness Week as well as Red Ribbon Week with a variety of school wide activities. During our Success Seminar classes, staff and students were able to engage in rich discussions regarding ways that they could demonstrate respect to their community, peers and themselves, along with the importance of always seeking peaceful solutions to conflicts that may come up in their lives. As a sign of solidarity and commitment to these principles, staff and students were presented with peace ribbons and signed individual respect pledges, as well as a Peace Poster. We look forward to proudly displaying them in our new temporary location! We fully expect that Elizabeth Public Schools will reinstate the community service requirement for students this year. In anticipation of this, Ms. Clark is preparing a roll out of Freerice and other in-house community service projects to assist students in fulfilling this requirement. Many of our external community partner organizations are still recovering from the pandemic and a variety of fundraising projects are being developed so that the HASCSP can assist our valued partners in their efforts.

**Professional Development:**

Professional development for staff was scheduled on 10/11/21. All Hillcrest staff met at Hillcrest North to participate in an Essential Question Workshop, SEL Skill Focus Workshop, Using the Danielson Rubric, and time was provided for group work as well as SGO preparation.





## Union County Educational Services Commission Superintendent Report

<b>School/Department:</b> Lamberts Mill Academy	<b>Report Date:</b> 11/1/21
---	-----------------------------

<b>Enrollment:</b>	
<b>Current Enrollment:</b> 33 <b>LMA Campus:</b> 24 <b>New Point:</b> 9 <b>New Point at LMA:</b> 3	<b>Intakes:</b> 3 <b>Acceptances:</b> 1 <b>Disenrollments:</b> 1
<b>Emergency Drills:</b>	
<b>Fire Drill:</b> 10/22/21	<b>Other:</b> IDA/Remote
<b>Curriculum and Instruction:</b>	
<p><b>Social Studies:</b>          Students in US History I have finished their study of the exploration of the new world leading to the colonization of America. We studied the early colonies, the development of rule and government, and the early stages of democracy. Next, we will look at the growth of English rule in the colonies and the dissatisfaction of the colonists with the unfair regulations that were dilated by England. US History II students have completed their study of the Industrial Revolution. WE have learned of the move to the cities, the poor working conditions that led to the Labor Union movement, and the new energy that pervaded the Progressive Era.</p> <p>World History has looked at the ancient civilizations of Greece, Rome, and the dynasties of China. We are now looking at the institution of slavery, its roots in Africa, the trade implications, and its importance to the economy of the south of America. The History of the Arts has looked at the works found in ancient civilizations: Greece, Rome, Egypt, and China. On Fridays our art projects are connected to the study topic.</p> <p>All classes are now completing SEL reflection forms. This gives us further insight into their feelings and offers an ability to modify instructional styles.</p>	
<p><b>Mathematics:</b>          Students have transitioned nicely to the new building, and back to in-person instruction. All students in all mathematical classes have begun completing SEL Reflection forms for the start of class, and the end of the period. Monitoring how they are doing has been helpful for staff to provide them with therapeutic interventions as needed.</p> <p>Students in Algebra and Algebra 2 have been learning about graphing and solving equations and inequalities on the number line. Students in Algebra have been primarily focused on correct order of operations, working with integers, and solving for unknown values. Students in Algebra 2 have been able to display their number line graphs by having number lines projected on the whiteboard in classrooms, and to show solution sets for equations and inequalities.</p> <p>Consumer Mathematic students have been continuing to learn and discuss their interests with regards to different types of employment, and different ways of payment. Hourly wages, overtime wages, commission-based jobs, and jobs that rely on tips and gratuity have been the discussion points in class. Students are completing different types of Venn diagrams of similarities and differences between different careers and jobs, along with multi-step problems in order to calculate a total paycheck based on hourly wages, overtime wages, commission-based sales and tips/gratuity. This class has tied nicely into Career Explorations Mathematics which is an extension of topics</p>	

learned in Consumer Mathematics. Students in Career Exploration are examining different types of jobs, the prerequisites of each job, and looking at annual salaries of professions to become more aware of their options post high school graduation.

### **Science:**

Since the start of in-person instruction, students transitioned well to the new building and are excited to be back with their peers and staff. Students are required to complete at the start and end of class SEL forms to guide students to learn to self-reflect which will help with regulating their emotions and identify their needs to be successful in class. Students have been receptive to this new process and provide staff with additional means to support them. Students have been learning with a more traditional approach and less screen time. With the use of the classroom technology to present slide presentations, watch videos, note taking, and display assignments with the projector they are engaged with topics presented. Middle school and freshman are being exposed to the topic of the rock cycle. Biology students are learning about the main parts of a cell to gain a better understanding of the difference between plant and animal cells. Chemistry students are discussing phases and the differences between their shape and volume. Ecology is the topic of study for the marine biology class.

### **English:**

In ELA&L, we transitioned smoothly to our present location and excitedly welcomed our students back to in person learning! We focused on a new routine and enhanced our groups norms within our new location to ensure a safe and productive learning environment. The students have been working diligently to complete their IXL diagnostic both in ELA&L and Math. Students have been working on various argumentative writing skills through mentored text as well as personal writings. We honed in on strategies that will enhance our writing depths and have expanded the content length of our writings. We completed the month of October through a scary podcast based on an informational text to develop techniques in which to gather supporting evidence to write a concise response to a text.

### **Spanish:**

This month students in Spanish class have been getting experience by researching and learning about "Los Latinos Famosos" celebrating Spanish Heritage Month and working on finding Latinos who made big contributions in the United States who have Hispanic descendants, like "Celia Cruz, Sonia Sotomayor, Don Francisco", along with using different Spanish vocabulary to write stories about their findings. Students took a Post-assessment about the Para Empezar unit to measure what students know and what they accomplish at the end of the unit to enhance their learning. Individuals enrolled in Spanish have been spending an extensive amount of time working on "Duolingo", the online language learning platform. This interactive website helps the students to practice different learning techniques to make the language experience more fun and effective in addition to what is being taught in Spanish. Students are learning how to practice vocabulary, listening, reading, and writing along with all the different pronunciations associated with them. While students are practicing vocabulary, having them work on reading and writing has shown them how creative they can be on their stories. Finally, in the area of social emotional learning, students have been exploring the reading and writing process working on sentence structure about different families in Spanish. Also, students have been using the Reflection form at the beginning and at the end of the lesson. Finally, the students will take a Pre-Assessment test about School and Celebrations.

### **Physical Education/Health:**

In Physical Education, students are still getting the opportunity to get their sweat on thanks to the wonders of the internet. Students are being shown multiple avenues to participate in activities to increase strength, increase flexibility, and take part in cardiovascular exercises. Students are participating in workouts such as yoga, Pilates, meditation, cardiovascular, strength, and flexibility. All workouts are between 5-15 minutes in length and students answer a self-assessment at the end to score their efforts. On nicer days students also get the opportunity to get outdoors and enjoy the fresh air whether we are going for a walk, playing whiffle ball, or throwing the football around.

In Health, we are concentrating on the coronavirus pandemic that has swept the globe. Students are being kept up to date with current trends and events that are affecting us all. We are reviewing proper hand-washing techniques, proper face mask wearing, personal responsibility, how the virus is transmitted, and the social and emotional issues caused by the virus. Students are also being educated about the vaccines that are currently available and the multiple variants of the virus. Students are also learning about the Red Ribbon Week initiative and partaking in activities while learning about staying drug free.

**Clinical Department:**

Our students have transitioned nicely to our new building and are very excited to be back to in-person learning. During our daily life skills class, the Clinicians and students worked on Bullying and Respect. We discussed New Jersey Anti-Bullying laws and how these situations are addressed in schools. The students participated in the Week of Respect by defining what the word “Respect” means to them, identifying a characteristic using each letter of Respect, and providing examples of when they’ve demonstrated respectful behavior both in and out of school. Social emotional learning continues to be an area of focus within our life skills class. Students are reminded of the importance of self-care and how their emotional wellbeing can affect their decision-making abilities. Each Monday we review their weekend and discuss how they engaged in healthy self-care activities. Students engage in their weekly individual sessions with their Clinician and meet with the psychiatrist for medication monitoring if applicable to them.

**Community Based Instruction and Special Events:****Professional Development:**



## Union County Educational Services Commission Superintendent Report

<b>School/Department: Nonpublic Services</b>	<b>Report Date: 11/1/21</b>
--	-----------------------------

<b>Enrollment:</b>
--------------------

**Current Enrollment as of October 29, 2021:**

Total Comp Ed Services: 903	<b>Acceptances:</b> N/A
Total Supplemental Instruction Services: 465	<b>Intakes:</b> N/A
Total Speech Services: 162	<b>Disenrollments:</b> N/A

<b>Fire Drill: N/A</b>	<b>Other: N/A</b>
------------------------	-------------------

<b>Curriculum and Instruction:</b>
------------------------------------

- The Nonpublic Services Department continues to collaborate with the public-school districts we contract with to effectively utilize IDEA-B proportionate share funds for eligible students. Consultation meetings concluded with districts and nonpublic schools in order to utilize the one-time, additional IDEA-B ARP funds the federal government made available to local districts.
- Nonpublic School Textbook, Security and Technology orders continue to be reviewed and processed.
- Title I Services are being coordinated for students from Belleville, Elizabeth and Roselle attending nonpublic schools. Services will begin December.
- The Nonpublic Nursing Program is up and running in all the nonpublic schools in Union County. The Nonpublic Nurses continue to assist in maintaining student health records (A-45) and completing specific screens for students' grades k-12.
- UCESC has been approved as a vendor in the EANS (Emergency Assistance to Nonpublic Schools) program. We are still waiting for the DOE to release funds so orders can be processed, and staff can be hired for the various nonpublic schools in Union and Essex Counties who selected UCESC as a vendor.

<b>Community Based Instruction and Special Events:</b>
--

<b>Professional Development</b>
---------------------------------

Nonpublic staff attended the October 11<sup>th</sup> Professional Development Day. Staff participated in a workshop on Dyslexia, completed GCN training and shared activities related to the PLC book, *I Wish My Teacher Knew*, by Kyle Schwartz.



**Union County Educational Services Commission  
Superintendent Report**

<b>School/Department: Technology</b>	<b>Report Date: 11/2/21</b>
--------------------------------------	-----------------------------

**Enrollment:**

N/A

**Emergency Drills:**

<b>Fire Drill: N/A</b>	<b>Other: N/A</b>
------------------------	-------------------

**Curriculum and Instruction:**

- 1571 audit, reporting, mapping, repair, vendor and contractor collaboration
- Chromebook and iPad procurement
- ECF application and award
- Asset Management overhaul
- Magic cloud hosting data migration
- Edumet onsite retirement
- VoIP replacement planning
- Holy Spirit network discovery
- Interview and hiring for Technology Specialist position
- Return of Comcast equipment
- Printer/MFP replacement, delivery with Atlantic

**Community Based Instruction and Special Events:**

**Professional Development:**



**Union County Educational Services Commission  
Superintendent Report**

<b>School/Department: Transportation</b>	<b>Report Date: 11/10/21</b>
--	------------------------------

<b>Enrollment:</b>	
N/A	
<b>Emergency Drills:</b>	
<b>Fire Drill: N/A</b>	<b>Other: N/A</b>
<b>Curriculum and Instruction:</b>	
<p>Data necessary for submission of the DRTRS (District Report of Transported Resident Students) reports for state aid were delivered to participating districts on October 15, 2021. The Commission’s own data submission for the DRTRS will be transmitted over the internet to the Department of Education prior to the established deadline date of November 16, 20210.</p> <p>The Emergency Snow Notices were mailed the week of October 25, 2021, to all parents whose children are transported through the Commission. The letter outlines procedures to be followed in cases of inclement weather.</p> <p>Emergency Exit Drills were mailed the week of October 4, 2021, to all schools serviced through the Commission’s Coordinated Transportation Program. These drills must be conducted twice yearly by the school principal, and a form returned to our office.</p> <p>Competition has eased among the contractors bidding or quoting on available transportation routes. Many rides for unanticipated transportation requests are very difficult to obtain. Rides that are secured are at higher prices since there are far fewer interested vendors and vendor staffing issues. The impact of the more stringent driver testing protocols is evident as few contractors have available drivers. Even bus aides have become difficult to obtain, as they tend to rely on drivers for their “ride to work”, i.e., they are picked up at home before the run begins. In addition, employees are still reluctant to return to work as bus personnel because of the risk of Covid-19 spread. In addition, many vehicles were lost due to flooding from Ida. Contractors are struggling to replace vehicles due to low inventory, long waits for DMV inspections and mechanic shop backups that need to complete repairs. 69 routes went to bid on October 18, 2021. We anticipate another bid in November since we have 90 emergency routes currently running.</p>	
<b>Community Based Instruction and Special Events:</b>	
<b>Professional Development</b>	



**Union County Educational Services Commission  
Superintendent Report**

<b>School/Department:</b> Westlake School	<b>Report Date:</b> 10/22/2021
---	--------------------------------

**Enrollment:**

<b>Current Enrollment:</b> 54 <b>Acceptances:</b> 0	<b>Intakes:</b> 2 <b>Disenrollments:</b> 2
--	---

**Emergency Drills:**

<b>Fire Drill:</b> October 14, 2021	<b>Other Shelter in Place:</b> 10/1/21
-------------------------------------	--

**Curriculum and Instruction:**

**Mr. Carten's Class:**

This month students have been exposed to traditions, culture, and ways of life in the Hispanic community. Jennifer Lopez, Rita Moreno, Cesar Chaves, Sonia Sotomayor, George Lopez, Roberto Clemente is just a few of the famous Latin people studied. Language arts we are working on fact and opinions, capitalizations, and sentence structure. We started a new chapter book called "The Mystery of Craven Manor" by Joy Wodhams. The main character is Matt, who is a runaway and lost in the opening setting. He discovers a very creepy home called Craven Manor. He is welcomed by Samantha who shelters Matt from being discovered by her family. During the month of October, in math, students are working on money skills identifying coins, adding various coins and bills which are functional skills needed for independence. Currently, in science we are studying the skeletal system. The students are structuring a model of the finger. Social studies we are learning about the 50 states. Arizona and California have been covered so far this month. A big shout out to our administration who have been working incredibly hard to make things work smoothly in our new setting. We appreciate all that you both do for us.

**Mrs. Convery's Class:**

During the month of October, we have made progress in establishing our classroom schedule and routines. Students have become more comfortable with our temporary home and are engaged in the learning process. In the area of academics, the class has been engaged in the topics of money, multiplication and graphing during our math classes. Language Arts classes have been covering reading for comprehension and answering "wh" questions on the material read. We continued our study of Hispanic Heritage Month by focusing on the lives and careers of two more impactful individuals- Sonya Sotomayor and Cesar Chavez. Among the resources used for this unit were worksheets, shared reading of online stories utilizing Epic Books and Ed puzzle as well as you tube videos. During the Week of Respect, we watched and discussed several videos including one from Sesame Street entitled "Word on the Street" in which all kinds of people, young and old, were asked to define respect. It is amazing how timeless Sesame Street remains. The class had a nice discussion about the meaning of respect. We also listened to a read aloud version of the book Just Ask written by Sonya Sotomayor in which she tells us to "be different, be brave, be you". This beautifully illustrated book compares children to the different plants that are grown in a garden. Diabetes, Autism, Asthma and Down's Syndrome are among the challenges explained in simple language. The students enjoyed listening and seeing a little bit of themselves in the book. One day about a week later one of the students turned to another student and asked "Hey, M, do you think we are all different and that is okay?". The other student replied, "Yes, I do". Just one of those moments when you know that they really are listening and learning!

**Mrs. Fernandez's Class:**

Students Continue to work on their independence and take an active role in their classroom community. They rotate classroom jobs and are learning to follow schedules with less prompting. Students have also started a "Shout Out" program where students and staff create, collect, and read announcements for exceptional, kind, and goal-oriented accomplishments. In math we started our unit in geometry. Students are taking what they already know about shapes and building on it. They are learning to analyze, compose, and create shapes. Students are learning new vocabulary to describe new concepts in math (i.e., above, below, behind, next to, vertical, side, length. In English we are working on reading comprehension skills with chapter books. Students listen to 1-2 chapters each day and then pull key details out of each chapter (i.e., setting & characters). Students are also practicing recalling important plot details from previous chapters. In science we are studying animals and how they adapt to their environments. Students built different shaped bird beaks and used them to practice collecting pretend food. By experimenting with each size beak, students were able to decide which beak was best for collecting different food, proving which bird would have more success adapting to each environment and their food source. Students also studied camouflage and designed moths that would camouflage with our classroom environment. In social studies we just completed our lessons on map features and characteristics. Students are now exploring Land and water and how to identify the different areas of land and water on maps. Students will be practicing identifying the different types of landforms and water features on a map. In SEL students are practicing identifying their own emotions in different situations. Students are beginning to explore ideas and alternatives to different types of behavior that we want to improve on. Students practice techniques for regulation such as breathing and exercise.

**Mrs. Pajewski's Class:**

Each morning students participated in a morning meeting which reviews calendar, reading/language, writing and math skills. In math the students are separated into small groups according to ability. JM and AG are currently working at a higher level (addition, subtraction, multiplication,) and are in need of materials/workbooks. GR & WA have been able to review skills using some of the materials gathered/donated. They are focusing on basic skills of counting, sorting, and classifying. Together we have focused on time (hour,  $\frac{1}{4}$  and elapsed time) and identifying/counting money. In reading we have been reading stories with the class. JM is in level 2 of the Edmark program, AG is focusing on comprehension skills (Reading for Comprehension series) Due to limited materials and printing capabilities, working on individual skills has been more challenging. Social Studies topics have focused on Fall and some extension activities found in Mystery Science (fall, apple picking.), respect and fire safety. We have just received our Scholastic magazine which we are looking forward too. For science we have been using Mystery Science. Our most recent topic has been Sound & Light. Students have participated in listening to stories, watching videos (with our guide Doug) and experiments. We have been speaking with Caryn on classroom behaviors. Student behaviors are at a minimum as of now. JM has been working and following directions well with minor disruptions. AG has exhibited some behaviors that were not present last year. Students have been adjusting to their schedules.

**Mrs. Palmer's Class:**

Every day the students organize the lunches and deliver them to the classroom. We are also making chocolate again. Oct. 16, Mrs. Robles and Mrs. Palmer went to Holy Cross Church in North Plainfield and sold our chocolate. They made \$100.00. Mrs. Palmer is looking for new places to sell our chocolate so she can buy new supplies and pay the students. The students are very happy to work again and be paid. Mrs. Palmer is also selling our candy at Candyland Crafts in Raritan. In Social Studies the students are continuing to learn about the states. This month we covered South Carolina and South Dakota. The students watched a video on Mount Rushmore and the Crazy Horse statue. In Science the students are studying about the skeletal system. They have made robotic hands and life size skeletons. In Food Preparation the students are learning how to use the microwave.

**Ms. Porchetta's Class:**

The adjustment to Westlake's new location continues to go well. We established our classroom rules and students are doing their best to follow them. In math we are working on addition using Touch Points, patterns and counting by multiples. In reading we described Fall objects using appropriate adjectives, learned all about pumpkins and listened to the autobiography of Trombone Shorty. The students enjoyed listening to jazz music as a follow up. In social studies we learned about the Zones of Regulation and the importance of respecting other people's feelings. In science we learned about the characteristics of living/non-living things, the reasons behind Autumn changes and Biodiversity. We are working to accumulate vocational items for our jewelry shop.



**Mrs. Robles's Class:**

In our daily ADL class with the OT, Ms. Arakelian, the students are working on improving various housekeeping skills such as sweeping, sorting clothing by whites and color, folding, buttoning, and zipping. The students have also made a few recipes such as pancakes and English muffin pizzas. In math the students are sorting pennies from the other 3 silver coins, counting, and adding small groups of items. The students work on calendar skills every day and identify the month, the day of the week and yesterday, today and tomorrow.

In language arts the students work on following directions, using his or her IPAD to answer questions and identifying colors, shapes, clothing, and food items. The students have also been working on various shape activities for our "Falling into Shapes" wall. They have made bats, owls and spiders and we will be making a moth. All these creatures feature shapes - circle, square, triangle or rectangle. The students are happy to be in school and enjoy working on the activities we have in class.

**Mrs. Shaw's Class:**

In Reading / Language Art: the students worked on story elements (Characters, setting, problem, and solution) using various Halloween themed story books such as the Runaway Pumpkin and Skeleton Cat. In Math, the students focused on solving word problems. The students learned how to identify the actual question and to find keywords. The students also completed Halloween themed math worksheets related to their goals. In Social Studies: the students read and listened to the News2You articles "Disney World Anniversary TV Special" and "Oil Spill in California". The students had a discussion about how the oil spill impacted the ocean environment and drew an oil spill picture on the California map. In Science, the students learned about the structure and function of their skulls and skeleton. After examining their own heads and hands, the students combined science with art and created their own skeleton hand and mask. In Vocational, the students worked on various manufacturing tasks and clerical work. Two different levels of production lines and one clerical workstation were created. The students followed and completed their work assignments. The assignment list was created in email format. In Social Emotional Learning, the Brain Break activities (chair dance, exercise, and deep breathing) are embedded in daily schedules. The chair dance is their favorite activity.

**Mrs. Swisher's Vocational Class:**

This month during our vocational sessions, students have been working hard on vocational skills throughout the school building. Each day students collect the breakfast and lunch trays from each classroom. They are working on knocking and entering the room quietly, collecting the trays, and leaving without disrupting the classroom activities. The students bring the trays to the kitchen and then wash, rinse, and dry them. They are learning to work in a cooperative group to assist each other with the task. Once the trays are cleaned, they are preparing the breakfast trays for the next school day. The students have learned this task rather quickly and are almost independent arranging the trays. We have been focusing on problem solving and keeping their workstations clean and organized. Once a week a different student is walking throughout the building to take pizza orders. Skills involved include - knocking before entering the classroom, saying "excuse me" before approaching staff, and politely asking if they would like to order pizza. We are also able to incorporate money skills - giving customers a total price and making change when needed. Once pizza orders have been collected another student will calculate the total number of slices ordered to let us know how many pizzas are needed.

**Mrs. Caputo's - Art:**

We began this month by preparing for our year-long expedition around the Globe. We started by looking at the map and globe of the earth. We discussed how Art making is one of the many similarities found among people from all over the world. Students then made a "Global Art Passport" to keep track of their art journey this year. Students decorated the cover of their passports, drew a self-portrait for their picture, filled in information about themselves. Select pieces will be saved in this passport and students will have the opportunity to use stamps to mark each country they "traveled" to. Assessments, reflections, and other memorabilia will be saved as well. We began our journey not too far from home in Gees Bend, Alabama. Students examined works by the Gees Bend quilters. They identified shapes and colors that were used. Students then made a focal point square by selecting a stamp that they placed in the center of their own quilt square. They then cut and collaged squares and rectangles to make their own quilt square. Finally, students sewed the edges of their quilt using the whip stitch.

**Mr. Shanfield's – Physical Education & Health:**

Theme of this monthly report is developing routines and consistency for the students and staff in Health and PE. During Physical Education class we started our soccer unit, where we started to refocus and home in on the soccer sport specific activities that will enhance and develop the skills to play soccer. The students are working on and developing their gross motor skills by practicing ball handling drills stationary and while moving. These drills include: toe taps, dribbling inside and outside of the foot, toe drags, dribbling with their knees, dropping the ball and trapping, passing to a partner while moving in different directions (all drills are practiced using dominant and non-dominant sides). In the last three weeks of our soccer unit the students developed and regained some of their skills that they may haven't had over the course of the last few years. Personally, I am so excited to see the progress and success of each and every one of the students, the potential is limitless. During Health class the students started working on "Good Sportsmanship", "Respect", and "Emotions". These three concepts have been intertwined in all the lessons. The lessons tie in sports and how it relates to life skills and reality. The students are given examples and have the opportunity to show and demonstrate their own emotions and feelings in various functional life situations. Mrs. Lauren Fernandez started a dance team here at Westlake, which I will be assisting with. We will also be having a virtual Halloween dance party at the end of the month, which will have choreographed dances for the students to showcase. Finally, to create the sense of "normalcy" for everyone Mrs. Tantillo and Mr. Peneno gave me the blessings to restart having the students say the Pledge of Allegiance.

**Mrs. Sandrock's – Social Work:**

Fifteen IEP meetings have been held since school began with an additional 4 IEP meetings scheduled this month. CST's are very pleased that students are situated in a new building and they are attending in-person. Questions arise during these meetings regarding when CBI and vocational opportunities outside of the school will be once again available as well as anticipated return to 1571 Lamberts Mill Road site.

Draft IEPs are being checked in a timely manner before sending them to parents and CSTs to review the document. Westlake teachers are using their creativity to expand their vocational programs selling student made items during the school day. SEL activities are held on a weekly basis in 8 classrooms. Wherever possible, the smart board is utilized for classes to view the story activity. During the Week of Respect, "Our Class is a Family" was read aloud to students. The author conveys that "family isn't always your relatives". Key concepts of the story, i.e. "Class" and "Friend" were signed to students using ASL. A worksheet was completed by cutting, gluing and matching the word "friend" in the designated area. In the spirit of mutual respect, student hands were traced and decorated to form a "helping hand" poster depicting ways to help yourself and/or others. Individual counseling sessions are being held to accommodate student needs. Some students who have experienced recent loss of family members have required additional support. Families have reached out to our school for emotional assistance during times of hardship. The ABS meeting was attended to hear policy updates and receive materials pertaining to HIB and School Safety Team. GCN Training for Harassment, Intimidation and Bullying was attended virtually this month. Laminated posters and colorful signs about Respect, Kindness and Friendship have been placed around the school building. Lastly, The School Self-Assessment for Determining Grades under the Anti-Bullying Bill of Rights is being previewed by ABS in preparation for Principal Tantillo signature. A School Safety Team Meeting has been planned for our new site on October 29th to assure every effort is made to keep students safe.

**Behavior Department:**

This month, the behaviorists continue to assist students and staff in acclimating into the new school building. This includes supporting teachers in obtaining various materials and curricula for needed students such as Edmark Reading curriculum (donated from Crossroads), creating behavioral materials (token boards and visuals), and other appropriate manipulatives. Crisis support as well as additional assistance/strategy implementation has continued to be needed for several students this month: Additionally, Functional Behavior Assessments and Behavior Intervention Plans have been updated for the four students who had annual IEPs this month: Training of staff working with new students has occurred with both behaviorists in the eight assigned classrooms (four classrooms for each behaviorist). During the week of the 11th, training for two new staff members who began this month was conducted in Yoomi Shaw's room. Behavior Intervention plans were reviewed, strategies, and overall instructional/ behavioral procedures were modeled including, but not limited to errorless teaching procedures, data collection, use of behavioral momentum, and use of prompt hierarchy and prompt fading. A Safety-Care recertification was led by Donna Salvatore on October 11th during our professional development day. Both the paraprofessionals and certified staff were recertified in the first half of the Safety Care curriculum/ protocols and will be trained in the remainder during several after school meeting dates in the near future. Additionally, Caryn

Gewirtzman led a training for new staff members in the afternoon session on October 11th. This training provided new staff with an introduction to Applied Behavior Analysis, functions of behavior and data collection. Data sheets were updated and distributed last month and Jen Pavlik, RBT has begun collecting and inputting behavioral data to be reviewed by behaviorists.

**Community Based Instruction and Special Events:**

Creature comforts returned to in person bringing some new therapy dogs to the Holy Spirit building. Three of the regular long time therapy dogs had passed away and students were able to meet some new animal friends. Students were very happy to see them in person since it has been sometime since they have visited in person.

Monthly virtual Yoga has students exercising and participating in some stretching and calm exercises. It has worked well and goes along with some yoga poses that Mr. Shanfield incorporates into gym class and in our OT sessions.

**Professional Development:**

Certified Staff Completed Seizure and Epilepsy training  
Paraprofessionals completed all GCN Mandated trainings  
October 11<sup>th</sup> – Safety Care Re-Certification training.  
New staff trained with behaviorists (ABA) and AFLS training for the online subscription purchased by Westlake.



**Union County Educational Services Commission  
Superintendent Report**

<b>School/Department:</b> Work Readiness Academy	<b>Report Date:</b> 9/30/21
--	-----------------------------

**Enrollment:**

<b>Current Enrollment:</b> 21 (includes WRA & Project SEARCH) <b>Acceptances:</b> 0	<b>Intakes:</b> 1 <b>Disenrollments:</b> 0
--	---

**Emergency Drills:**

<b>Fire Drill:</b> 10/29/21 (Level 1)	<b>Other (Specify Type):</b> 10/12/21 (Lockdown/Active Shooter)
---------------------------------------	---

**Curriculum and Instruction:**

Highlights from the month of October at the Work Readiness Academy included:

**WRA Program**

- This month students resumed full participation in community-based Work-Learning Experiences (WBLEs) for the first time in 18 months.
- We are working with more than 10 community business partners this Fall including Children’s Specialized Hospital, Barnes & Noble Booksellers, Bob’s Stores, the Classic Cafe at Summit Medical Group, Walgreens, the Hilton-Newark Airport, Breadsmith, Sweet & Fancy Emporium, and Best Buy.
- Staff continue to work with students to review dress code and behavior expectations for external WBLEs with community businesses.
- Students are participating in WBLEs 3 or 4 days per week from 10am to 12:30pm.
- Students attend class in the afternoon upon returning to our facility and after lunch. Fridays are reserved for Personal Fitness, Special Events, and Community-Based Instruction trips.

**Project SEARCH**

- The students continued their first internship rotation this month. The first rotation will last approximately 10 weeks and has students working with various departments across the hospital including one new addition - Endoscopy.
- This month the program conducted the first round of Employment Planning Meetings for each of the interns. These are collaborative meetings that bring together the interns, their parents, our on-site program staff, and the local assigned counselor from the Department of Vocational Rehabilitation Services (DVRS).

**Community Based Instruction and Special Events:**

**WRA Program**

- This month the WRA students enjoyed a guest speaker presentation from two local professionals - one in the IT profession and the other in Real Estate.

**Project SEARCH**

- This month the Project SEARCH interns participated in a Virtual Disability Mentoring Day presentation sponsored by Atlantic Health.
- The program also invited a guest speaker from the New Jersey Self-Advocacy Project.

**Professional Development:**

During the October 11th staff development day, staff enjoyed a presentation on Visual Supports in the Workplace for students with Autism Spectrum Disorders.

Additionally, all non-certified staff completed mandated district training through our online GCN platform.