



**Union County Educational Services Commission  
Superintendent Report**

<b>School/Department:</b> Crossroads School	<b>Report Date:</b> 9/30/21
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**Enrollment:**

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

**Emergency Drills:**

<b>Fire Drill:</b> 9/27/21	<b>Other (Specify Type): Shelter in Place:</b> 9/17/21
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**Curriculum and Instruction:**

The 2021-2022 academic school year has officially begun!!! Both Crossroads staff and students were extremely excited to return to Crossroads School and begin the school year with a positive attitude, extreme enthusiasm for learning and a passion for student learning!

On behalf of the entire Crossroads School community, we are pleased to announce that Crossroads Board Certified Behavior Analyst, Mrs. [Danielle Cicalese](#) was named Crossroads Supervisor of Instruction and Curriculum on September 1, 2021!!! Crossroads School Principal, [Reed Leibfried](#), Mrs. Cicalese, and our ScIP Committee, is in the process of finalizing our school professional development goal and professional learning community initiatives. During our extended school meeting times, we are focusing on the individual student alignment of the VBMAPP assessment and individual student IEP goals as an essential component of improving classroom instruction and increasing student achievement. Our paraprofessionals, classroom teachers, therapeutic departments and support staff have collaborated with school administration to create this school goal.

In Allison Gebler’s elementary school classroom, students and staff began the school year targeting skills that included social introductions to new students and staff. Classroom routines are being established, and individual communication platforms and token economies are being practiced by staff and students on multiple occasions throughout the school day. The student of the month in Ms. Gebler’s classroom is Josselin TR, from Plainfield Public Schools, as she continues to adapt quickly at her new school!

In Christina Witte’s middle school classroom, the students and staff are continuing to harvest tomatoes and peppers in our school garden. Mrs. Witte consistently incorporates the real-life experiences that students are exposed to while working in the garden with social studies and science instructional lessons and student assessments.

**Community Based Instruction and Special Events:**

The Union County Educational Services Commission Board of Education made the determination to not begin community-based instruction field trips during the month of September. This decision was made in response to the national pandemic that our communities are still battling. Although all COVID-19 safety precautions are currently in place, the Commission made the decision to err on the side of caution.

Week of Respect activities were planned during the month of September. Crossroads students and staff will create individual student cards for the children that were displaced due to Hurricane Ida.

The first Crossroads Parent Education/Support meeting has been scheduled to support our parents in attaining outside services that can assist them at home.

**Professional Development:**

Crossroads School Board Certified Behavior Analyst, Marianny Amezquita and Registered Behavior Technician, Jennifer Bace, provided professional development to Crossroads Staff for behavioral support to students with behavior intervention plans to support staff in the classrooms. They also provided refresher training for SRA and Edmark Reading curricula.

Crossroads Supervisor of Curriculum and Instruction, Danielle Cicalese, provided professional development to Jennifer Bace to assist in completing her Registered Behavior Technician certification.

Crossroads Staff are working collaboratively with UCESC leadership to plan professional development days aligned to our Safety Care initiative.



**Union County Educational Services Commission  
Superintendent Report**

<b>School/Department:</b> Hillcrest Academy North	<b>Report Date:</b> 9/30/21
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<b>Enrollment:</b>	
<b>Current Enrollment:</b> 73 <b>Acceptances:</b> 11	<b>Intakes:</b> 11 <b>Disenrollments:</b> 11
<b>Emergency Drills:</b>	
<b>Fire Drill:</b> 9/17/21	<b>Other: Lockdown:</b> 9/28/21

**Curriculum and Instruction:**

With much excitement we opened our doors and classrooms to a new school year in the month of September. The school year kicked off with an enthusiastic welcome back and an “all-new appreciation” for learning in the classroom!

In Mathematics and Language Arts, the first couple of weeks were used to diagnose deficiencies that students may not have worked on in over a year. The Math and English classes have been using IXL to both diagnose and instruct students in those areas. Each student has access to a laptop from which they complete assignments. Students are thriving because of the individual instruction they can get from the program and feedback from the teacher.

Collectively as a staff, we have been focused on building culture and climate from the ground up with personalizing lessons for students to immediately learn more about themselves as students. Algebra students assessed themselves and developed a personal analysis of Gardner’s individual *Learning Style*. Students discovered their percentages as Visual, Auditory and Kinesthetic and how that relates to their success in each class, also in relationships with others, making connections to the *5 Love Languages*.

In English, students created a “Narrative Snapshot” pamphlet about themselves as a “getting to know you” activity. Students began the year by completing a pre-assessment task consisting of fiction and non-fiction texts. Students were then issued laptops and taught how to navigate Google Classroom, PowerSchool, and IXL. Students began a launch unit on close reading or “muscle reading” in which they were introduced to the following reading strategies: annotating, context clues, and various other active reading strategies such as summarizing, evaluating, connecting, visualizing, predicting, and questioning. Students also learned how to identify the main idea and details of a text, support responses with textual evidence, and how to write a summary.

**Community Based Instruction and Special Events:**

The month of September has been spent getting students acquainted with their schedule and classes. For many of our students this has been the first time in our building, and the first time for most of them in ANY school building in nearly a year and a half. We have worked towards ensuring that all students feel safe and comfortable in this new environment. We have worked on getting each student a working laptop and charger and have developed

systems for them to be distributed in the morning and turned in at the end of the day. Halfway through the month the social worker began going into each class once a week to begin SEL lessons. The students have been very receptive, and the classes have been going well.

Mrs. Schulhafer has worked with the staff and Mr. Savoia to prepare to administer the NJ Start Strong Assessment. NJ Start Strong will be administered on October 5-7.

**Professional Development:**

During our PLC time in the month of September, Hillcrest Academy North staff worked to integrate social-emotional learning activities into the classroom and help revitalize student commitment to math and ELA skills. For social-emotional learning, staff began facilitating the district-wide initiative of student self-reflection. Lessons in Success Seminar for the first part of the month focused on the importance of self-reflection and how to effectively answer self-reflective questions. Students were then presented with beginning and end-of-class reflection prompts for every class period. To revitalize math and ELA skills, all success seminar students are regularly using IXL, as well as completing independent reading.



## Union County Educational Services Commission Superintendent Report

<b>School/Department:</b> Hillcrest Academy South	<b>Report Date:</b> 10/1/2021
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<b>Enrollment:</b>
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<b>Current Enrollment:</b> 79	<b>Intakes:</b> TBA
<b>Acceptances:</b> 1 (Transfer from Hillcrest North)	Disenrollments: 5 (1 moved, 1 returned to Elizabeth, 2 transferred to Hillcrest North, 1 is inactive)

<b>Emergency Drills:</b>
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<b>Relaxed Fire Drills:</b> NA (due to remote instruction)	<b>Other:</b> NA (due to remote instruction)
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<b>Curriculum and Instruction:</b>
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Ms. Schulhafer worked alongside administration to modify the student and staff schedules at Hillcrest Academy South Campus (HAS) due to the impact of Storm Ida. We worked together as a team to make contact with each student and families to notify them of the change to virtual instruction. Each day we made sure students were able to access their Google Classrooms and accounts to successfully join their classes and communicate with their teachers. This month has been a difficult transition due to the impact of the storm, however, the students and staff have seamlessly transitioned. Ms. Schulhafer will continue to meet with the students to ensure they are able to access their classes and address any concerns. The guidance Counselor also trained staff and worked towards implementing the NJDOE Start Strong assessment.

Ms. Gilchrist, Social Worker, is in regular contact with all students virtually. The Social Worker supports staff and administration in a multitude of functions that includes translating, contacting students and reviewing their academic classrooms. Additionally, she continues to track and counsel students with substance abuse violations. Donna continues to post as needed in the Social Worker/Guidance Counselor classroom. Most recently, she has assisted in the distribution of chromebooks and MiFi's to students who lack personal technology. Ms. Gilchrist personally contacted all eligible students and their families regarding their individual technology needs. She accompanied the Principal into Elizabeth to deliver the items on a one-to-one basis.

The students in Mr. Barone's and Ms. Rubin's Health classes have discussed a number of important topics to start the school year. Mr. Barone discussed information regarding the COVID-19 Delta variant and how this strain was significantly more contagious than previous strains. The students also discussed ways they can remain healthy while going out and also remain safe in the gym and other fitness facilities. With the beginning of Flu season approaching, the students also reviewed how to tell the difference between the flu and COVID-19 symptoms as well as how to treat all of the potential ailments. Due to flooding from Hurricane Ida, all of the health records in Ms. Rubin's health office were damaged. She has been creating new health office files for each student with the assistance of nurses from each student's Academy in Elizabeth. Ms. Rubin has been calling families to help them with questions about our school policy regarding Covid-19 protocol and provided families with resources in their neighborhood for free testing and vaccinations for both the flu and Covid-19.

Ms. Cioffi's and Mr. Portadin's English courses have been focusing on learning the routines and rituals of remote learning. Students reviewed Google Meet class procedures, how to complete assignments on Google Classroom, and other procedures such as due dates and sending emails. There has been regular communications to students and their families via phone calls and email in order to ensure students and families are aware of the remote learning procedures and expectations as well as to address any concerns or technological issues they may be experiencing. English lessons have been centered on reviewing basic skills such as annotating texts and

identifying main and central ideas. Students need these foundational skills to build upon throughout the school year. Also, since many students have not been in traditional in person classes for an extended period of time, basic review of these skills is crucial. Classes have also been introduced to the learning program IXL and working on getting baseline data of each student's overall reading and ELA level on IXL in order to differentiate and teach remediation skills throughout the school year. Further plans for classes are to continue regular meetings and communication with students and to provide detailed feedback on assignments in order for them to be aware of all expectations and succeed. English courses will continue learning the skills linked to the English Curriculum Consensus and Projected Maps.

Ms. Ferrari and Ms. Fernandez-Siejack's classes have worked on establishing rules and procedures, rituals, as well as classroom and school expectations. There has been ongoing communication with students and parents about HAS and the aftermath of Storm Ida. All communications with parents and emails have been documented. In addition, parents and students have been sent very detailed emails in regard to instruction, forms, and log on information for classroom, IXL, Powerschool, and Schedules. The advocacy program is truly helping to assess technology issues and providing effective communication for the entire student body. The students were required to work on IXL Diagnostic for one full hour each week for the month of September. Data was collected on the strand Numbers and Operations and the students' overall Diagnostic Scores. The Mathematics Department decided in June that the IXL strand Numbers and Operations would be a great SGO to compete with academic regression as a result of Covid. In Ms. Ferrari's Algebra I students worked on real numbers and operations, applying orders of operations and solving linear equations. Geometry students have viewed videos and completed assignments on basic geometric constructions. Codecogs was utilized to import rational equations into GoogleForms. 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. Ms. Fernandez-Siejack's Algebra II classes began working on a review of solving one-two step equations which lead to graphing ordered pairs, graphing a line, and then graphing quadratic, absolute value, and square root graphs. They learned skills such as finding the slope of a line and finding the equation of a line with the given graph. Students also had reviewed basic skills such as adding, subtracting, multiplying, dividing, and simplifying fractions. The Consumer Math students began working with basic skills of adding, subtracting, and multiplying decimals. Next the students reviewed converting decimals, fractions, and percents from one to another. Students were then able to practice multiplying with percentages, finding the percent of a number, and finding the original number of a percentage. Finally, students were able to work with proportions and proportion word problems. Students also had reviewed basic skills such as adding, subtracting, multiplying, and dividing.

Ms. Wrzesinski's and Mr. William's social studies classes demonstrated critical thinking and analytical skills through the evaluation of primary and secondary sources. Sources included artwork, primary and secondary texts, and audio/video elements. September was geared towards advocacy and interacting with students and parents in order to achieve the best possible outcome with distance learning due to not having a building. Ms. Wrzesinski's sections of U.S. History I and Modern World History commenced with introductions and a getting to know you worksheet. Students then began their units with what primary and secondary sources are and how to read and analyze them. Students also had a lesson on "fake news" and how to discern if information is credible or not. From there, classes began individualized lesson instruction. The U.S. History I class began their Age of Exploration unit. This unit thus far has introduced students as to why people explore, what they are looking for and why they want to spread their religion to other parts of the world. The Modern World History classes completed their first lesson on enduring issues throughout history. The class is started this way to get students to think about the bigger picture in terms of world history, how the same issues are constantly recurring and to be mindful of them. After their enduring issues lesson, students started their Renaissance unit. The Computer Science classes completed the first seven lessons 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 and get an overall general understanding of how basic coding works.

**Community Based Instruction and Special Events:**

Hillcrest Academy South Campus (HAS) had a productive professional development day on 9/1/21 with time for staff to organize their classrooms, offices, and areas. Unfortunately, that evening the Tropical Storm Ida flooded 1571 that caused HAS, Lamberts Mill Academy, and the Westlake School to search for temporary locations while the building was repaired. As a result, the staff and students of HAS were granted emergency permission from the Governor to proceed with remote instruction. This was all too familiar and has been successful thus far. We look forward to moving into our new temporary home as soon as possible and returning to in-person instruction. School Spirit activities will begin on 10/8/21 with crazy/ mismatched sock day that Teacher Advocates and staff will promote in their Success Seminar courses. Students will email a picture to their advocates who will forward them to Dr. Balsamello and Ms. Gilchrist. All participants will have an opportunity to be randomly selected to receive a Dunkin' Donuts gift card.

**Professional Development:**

The HAS staff have been meeting every Tuesday from 2:40-3:40 as well as on Thursdays from 2:40-3:10 to review the status of our students to ensure student engagement and open communications with the families. Professional development for staff is scheduled for 10/11/21. Specific topics will be released at that time.



**Union County Educational Services Commission  
Superintendent Report**

<b>School/Department:</b> Lamberts Mill Academy	<b>Report Date:</b> 9/30/21
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<b>Enrollment:</b>
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<b>Current Enrollment:</b> 36 <b>LMA Campus:</b> 24 <b>New Point:</b> 12 <b>New Point at LMA:</b> 0	<b>Intakes:</b> 1 <b>Acceptances:</b> 0 <b>Disenrollments:</b> 5
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<b>Emergency Drills:</b>
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<b>Fire Drill:</b> IDA/Remote	<b>Other:</b> IDA/Remote
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<b>Curriculum and Instruction:</b>
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**Social Studies:**

Each of our Social Studies classes uses Friday as their day to review current events. It is an opportunity to connect what is happening in our greater world with the impact it makes on our lives. Using a short video clip provided by CNN, we are shown stories that are important and newsworthy. Most recently we saw a story about the shortage of workers. We discovered it is all over the country and represents service workers as well as executives, and all those in between. Students noted how often they have seen a 'Help Wanted' sign in the businesses around their neighborhoods. The impact of this shortage has already had effects around us - empty food shelves for some products, container ships anchored off port as they await unloading, and perhaps even a shortage of toys for Christmas this year. It remains almost a daily topic of conversation.

Students in the History of the Arts have surveyed art in their home spaces - the types of media that were used and how these are called art. We followed that study with a look at photography as an art form. We learned about its technical roots and then visited works by Alfred Steiglitz and Ansel Adams. These were two photographers who were credited with moving pictures into the world of art. We have now begun looking at humankind's first art form - cave paintings. This included those found in the caves in Europe as well as the drawings found in ancient Egypt. US History I has been studying the Age of Discovery as we learn about the early explorers, their motivations, and the many lands they opened and claimed for the old world.

US History II has spent its classes learning about the Industrial Revolution, its start in England, and then its move to America. We looked at the industrialization of America, the growth of the cities and the factories, and the inventions that sped growth. The famous inventors became the rock stars of their time. We also looked at social factors including slavery, child labor, unions, and the first wave of immigration. World History has been learning about Geography - the landmasses, the weather, and growing zones, and the effect these have on populations as well as development and their civilizations.

Our art teacher, Ms. Caputo, has been joining us on Fridays. She leads projects that are aligned with our academic content. Our first classes together suggest a huge win for the kids.



**Mathematics:**

All students at LMA have been working on IXL diagnostics to continue to refine their skill sets and to identify areas in which they need improvement. This is an ongoing process that should benefit all LMA students with their current mathematical levels. Students in Algebra classes have been working on solving linear equations and seeing how they relate to the coordinate plane system, by use of the interactive website, Desmos. Desmos provides students with a live, virtual graphing calculator in which they can identify points on a linear equation, and describe changes made to a linear equation, along with the graph itself. Students working in Geometry are reviewing what a postulate is, and applying abstract concepts such as segment addition postulate, and midpoint formula to real-world applications using Google Maps to create their own points, and line segments. This gives students a 'bridge' to connecting abstract concepts to real-world applications. Finally, students in Consumer Mathematics are learning and discussing the multiple ways in which an individual can earn money (hourly wage, salary, commission), and exploring the careers associated with each area. Students are eager to share their interests and to learn more about these careers both in Consumer Math and in our new Career Explorations elective. Students still receive mathematical integration in both classes and have been busy computing paychecks, discussing gross pay and net pay, and computing deductions from an individual's paycheck.

**Science:**

With the unavoidable circumstance, science classes are conducted remotely; relying on the Google classroom features to disseminate assignments daily and connect with the students virtually. With this platform, at the start of each class, a 'check-in' with the students is performed to let each of them know the staff is here to empathically listen to their concerns about this unforeseen remote start of the school year. The LMA student handbook was reviewed, with the emphasis of the "Rule of 2" as well as the expectations and daily routine of the class, such as completing the Do Now at the start of class. All science classes participated in a variety of online activities, such as creating an online collage representing the student's favorite things, bucket list, identifying songs that are significant and why. A virtual resume, noting goals for the school year and references were noted as positive quotes the student has heard about him/her was also completed; to note a couple of aspects of the resume the student had to reflect on. The following week, all science classes reviewed what science is in general – scientific skills and how it is applied in our everyday lives. Lessons and topics are introduced with the use of the model Google slide presentations, videos, group discussion activities, reading comprehension tasks, and written assignments. Environmental science is learning about the formation of earth. The basic composition and characteristics of living things are the main topics of the biology class. Chemistry students are being exposed to the properties of matter and physical characteristics of the ocean is the focus for marine biology. Student's success in each class is monitored and tracked in Google classroom with constant communication with the students about their progress.

**English:**

We focused on learning routines and group norms in our learning communities to ensure a smooth, organized and safe learning environment. The focus was on becoming comfortable with the technology within Google classroom and IXL as well as our weekly routine for learning. We have been reviewing skills and attaining a baseline for instruction as we began our first unit of Argumentative Writing and Informational text with Close Reading. We read several argumentative and opinion-based texts paralleled with responsive writing. We introduced the writing strategy RACER to increase our skill sets. Additionally, we have had varied nonfiction and fiction texts upon which we reviewed basic skills of close reading strategies, summarizing texts, annotation, making claims while supporting with textual evidence. Lastly, we are completing the baseline assessments within IXL, analyzing the students' individual literacy skills.

**Spanish:**

This month students are working on the unit Daily life “*Para Empezar*” and Personal Identity in Spanish class, in Middle and High School classes. Students are able to develop the class rules and identify individual phrases in context. Students create different posters about “*Las Reglas de la Clase*”. Other areas that need to be addressed within the first weeks of school are giving students a list of materials that will be needed daily and communicating the methods that will be used to assess their work (i.e., rubrics and reflection forms). Also, students have taken a pre-assessment to aid in placing them in different levels. Also, based on test results students completed an academic Spanish vocabulary assessment to depict their baseline knowledge and create their own learning goals. Based on a student’s current level of performance, students interacted with each other using TPR (Total Physical Response) Storytelling, introducing themselves and others. Therefore, students had ample opportunities to practice and understand the lesson about greeting each other in Spanish. The students start to celebrate Hispanic Heritage Month from September 15th through October 15th by working on a project called “*Los Hispanos Famosos*”. Therefore, the students research the generations of Hispanic Americans who have positively influenced and enriched our nation and society around the world.

**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.

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, and how the virus is transmitted. Students are also being educated about the vaccines that are currently available and the multiple variants of the virus.

**Clinical Department**

As we open up the 2021-2022 school year the students must be acknowledged for their incredible resilience as we faced the unavoidable damage from Tropical Storm Ida. The Clinical team has been working with students to ensure they are active and engaged in their google classrooms and provide the necessary support to navigate the platform.

During our daily Life Skills group, we have been working to identify short and long term goals and processing the importance of doing so. Students were introduced to SMART goals so they will be able to set realistic and achievable goals. Beyond goal identification we have been discussing time management skills, organization and planning, and prioritizing. Each student received an LMA yearly planner, so we utilized this time to work with students on how to plan their day and week within their LMA student planner.

Clinicians meet weekly with their students remotely for individual sessions, and Ms Pelaez continues to schedule all medication monitoring for students to see Dr. Taparia remotely while we are not yet in the building.

**Community Based Instruction and Special Events:**

**Professional Development:**



**Union County Educational Services Commission  
Superintendent Report**

<b>School/Department: Nonpublic Services</b>	<b>Report Date: 10/1/21</b>
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**Enrollment:**

**Current Enrollment as of September 30, 2021:**

Total Comp Ed Services: 829*	<b>Acceptances:</b> N/A
Total Supplemental Instruction Services: 737*	<b>Intakes:</b> N/A
Total Speech Services: 130*	<b>Disenrollments:</b> N/A

\*Total does not include pending 407-1 forms to be returned

<b>Fire Drill: N/A</b>	<b>Other: N/A</b>
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**Curriculum and Instruction:**

- 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.
- 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. Once funds are released, the Nonpublic Services will purchase goods and provide services to various nonpublic schools in Union and Essex Counties.

**Community Based Instruction and Special Events:**

**Professional Development**

Nonpublic Services held the first PLC meeting for this school year. This year, PLC meetings will focus on readings and activities building upon the book, *I Wish My Teacher Knew*, by Kyle Schwartz.



**Union County Educational Services Commission  
Superintendent Report**

<b>School/Department:</b> Technology	<b>Report Date:</b> 9/30/21
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**Enrollment:**

N/A

**Emergency Drills:**

<b>Fire Drill:</b> N/A	<b>Other:</b> N/A
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**Curriculum and Instruction:**

1571 IT infrastructure damage assessment  
 Holy Spirit network infrastructure discovery and prep, report delivered  
 iPad fleet cleaned and configured for student use  
 E-Rate project management  
 VoIP phone identification  
 SIS integration, account creation tool implementation  
 Instant alert system administration  
 Identity theft investigation  
 Network security and spam documentation disseminated to staff  
 VPN connectivity for displaced staff  
 Print management software security upgrade  
 Call forwarding for Westlake to Holy Spirit enabled  
 ECF administration, project has been fully funded.  
 Chromebook, Printer procurement for Holy Spirit and other displaced schools

**Community Based Instruction and Special Events:**

**Professional Development:**



**Union County Educational Services Commission  
Superintendent Report**

<b>School/Department: Transportation</b>	<b>Report Date: 9/30/21</b>
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<b>Enrollment:</b>
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N/A
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<b>Emergency Drills:</b>
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<b>Fire Drill: N/A</b>	<b>Other: N/A</b>
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<b>Curriculum and Instruction:</b>
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The 2021-2022 school year is another busy one for the Transportation Department. As of September 1, 2021, the Commission had established 593 routes with private bus companies transporting approximately 2,813 special education, vocational, and public school students. These routes service 33 districts and 191 schools/programs. The Commission is also providing after-school athletic and/or field and trip busses for three participating districts. The Transportation Department once again bid for nonpublic, private, and parochial school routes this past summer for the coming school year. Two routes were established transporting 90 students servicing 3 districts and 2 schools. The turnout for nonpublic bidding was exceptionally lower than in previous years. The transportation coordinator feels this is due to the nationwide bus driver shortage.

This year, the Commission is operating 5 routes on its own vehicles which are transporting 19 students from 6 districts servicing 4 schools and programs. In the month of October, the Transportation Department began to establish the daily routes which will service the various Commission schools and programs throughout the rest of the school year.

Nineteen school vehicles were presented to the Motor Vehicle Commission for inspection on September 17-20, 2021. All nineteen vehicles passed and are set for another six months of service.

Since the start of school in September, approximately 161 additional routes were created to accommodate late requests. Other changes to existing routes which were routine (address and phone number changes, additional or deleted students, etc.) numbered in the hundreds and contributed to the hectic climate of the beginning of school. Slowly but surely order is being established from chaos so that by the third week of school a more controlled atmosphere prevailed, and another school year was underway

<b>Community Based Instruction and Special Events:</b>
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<b>Professional Development</b>
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**Union County Educational Services Commission  
Superintendent Report**

<b>School/Department:</b> Westlake School	<b>Report Date:</b> 9/1/21
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**Enrollment:**

<b>Current Enrollment:</b> 56 <b>Acceptances:</b> 0	<b>Intakes:</b> 1 <b>Disenrollments:</b> 0
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**Emergency Drills:**

<b>Fire Drill:</b> (Relaxed Fire Drill):	<b>Other</b> (Lockdown – Shelter in Place): 10/1/21
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**Curriculum and Instruction:**

Westlake School has endured the natural disaster of hurricane “Ida.” We have moved forward by locating a building, cleaning, and setting up for students and the arrival of all students for in person, all day instruction which started on Thursday, September 23, 2021. Staff and students are all settling into our temporary space while we become accustomed to the layout of the building, ordering needed supplies and replacing student records in order to maintain the level of continue to run Westlake efficiently. We have had many people in the Community reach out to provide support during this time in which we are all grateful for.

**Mr. Carten’s Class:** The staff has united and worked diligently to make this happen in a very short time period. Our goal as a team was to be able to bring the students back to in person learning. This was achieved through a very dedicated staff, teachers, paraprofessionals and administration. Special shout out to our administrative assistant Carrie Koch for keeping us all moving in the right direction. Don’t know what any of us do without her efforts. During the month of September, in math, students are learning to read Bar graphs and decipher information presented. In the subject of language arts, the students are learning new vocabulary words and sentence structure. Currently, in science we are studying the skeletal system. The students are structuring a finger. Social studies we are learning about the 50 states. Alabama and Alaska have been covered so far.

**Mrs. Convery’s Class:** Because of the disastrous flooding to our school, we began this school year exactly like the last one-online. Fortunately, it was short-lived, and we have moved into our temporary home at Holy Spirit in Union. Our furnished classroom is a large, light-filled room that can accommodate the class while adhering to all Covid protocols. There is a Smartboard in the classroom that we anticipate utilizing once it is up and operational. Parents (and students) had an opportunity to visit the school prior to its opening. Three students and their parents visited and were given a tour of the classroom and building. This was especially helpful to the two students who have not physically been in school for 18 months.

In the area of academics, the class has begun our study of Hispanic Heritage Month by studying Celia Cruz and Roberto Clemente. We have continued our money skills and begun a unit on multiplication in Math. The hallways have once again filled with the fragrant smells of the students making their signature peanut butter dog biscuits prepared in vocational class.

**Mrs. Fernandez’s Class:** So much can be said about the first few weeks of September but to sum it up Westlake made awesome lemonade even though all our lemons were destroyed in the storm. We have taken our adapting skills learned from Covid to a whole new level. Within days an empty school has been turned into a community of creativity and learning. Students are engaged and excited to be back. At Westlake we pride ourselves in creating real world experiences for students to learn success and independence in the workplace and we are using this

opportunity to put our students to work. Where there is a need we create a student job (i.e. deliveries, food orders, packaging, and taking messages). Students are taking a more active role in the classroom using the lack of materials to create more opportunities for functional communication.

In math we are learning to solve addition problems with the count up technique. Students are using manipulatives or tallies on a page to solve for missing numbers in equations. In English we are focusing on listening skills to help students with reading comprehension. Students listen to a chapter read aloud and then pull key details out of each chapter (i.e setting & characters). In science we are studying the changes in weather and how it affects plant life. Students explored different color leaves and were able to identify which ones had chlorophyll. They cut open apples and discuss how apples grow over time from a flower to a fruit. In social studies students are learning about maps and their features and characteristics. After studying different examples of maps students will create their own maps. In SEL students are reviewing the different color zones and matching these feelings to different situations in school.

**Mrs. Pajewski's Class:** Families were welcomed into our new building on September 23rd, for a tour. Students attended class on September 24th. Prior to student arrival staff prepared the class/school for the arrival of students while continuing with distance learning to connect with students and families. Most students arrived at school glad to be back. Together we have continued with our digital morning meeting, assessing abilities of new students while reviewing skills of returning students. In math we have reviewed counting, addition, and multiplication. Reading has included comprehension skills. Science and Social studies have focused on the changes of Fall. Under the circumstances, students have been cooperative and have been working to the best of their abilities.

**Mrs. Palmer's Class:** During our online sessions we learned about Hispanic Heritage Month. We read a book about Cesar Chavez and Sonia Sotomayor. Several students related to the stories because of their heritage. Now that we are back in school the students are beginning to study about the 50 states again. We are reading about Rhode Island. They have answered questions and viewed a video about Rhode Island. In science the students are learning about the human body. We are learning about the skeletal system. The students made robotic fingers and will be making skeletons to learn the names of the bones. In Vocational Education, the students are counting out and delivering the lunches. They are learning organizational skills while delivering the lunches.

**Ms. Porchetta's Class:** So far, the students in our class are adapting well to Westlake's temporary home. The staff is working hard to make sure the transition is as seamless as possible. Thanks to the many donations and the ability to purchase some supplies we have added the necessary activities into our day. In reading we listened to a story about weather and made connections to the daily forecast. This led to a science lesson about why the seasons change. We were able to accumulate usable workbooks and manipulatives to individualize math skills. They were very helpful in reinforcing a lesson on comparing numbers. In social studies we reviewed school rules. Mrs. Swisher pushes in for vocational skills and was impressed by the many tasks our students are working on. She will be bringing in additional activities to expand upon these skills. We hope to reopen the jewelry shop when the opportunity to replace materials becomes available.

**Mrs. Robles's Class:** We are getting used to our new building. It is nice to have windows and a large room, where students can see outside|. We are trying to work on language arts and reading. We are also working on some hands on math activities with some materials that we have been able to put together. The students are adjusting to the new building and new schedule and doing a very nice job with that adjustment. They are all very glad to be back in school and we are happy to see some students that have been at home since the beginning of the pandemic.

**Mrs. Shaw's Class:** Welcome back to Westlake school! After all the anticipation, my students were very excited about coming back to the new building and starting a new school year. Reading / Language Art: The students listened to various stories and worked on answering WH questions with/without visuals. The students also worked on how to identify parts of speech (Nouns-Things, Person, and Places). Math: Students focused on learning simple addition problems using the TouchMath strategy as well as counting coins using the TouchMoney Strategy. Social Studies: Students read and listened to some entertainment stories (New Holiday Candies, Pokémon OREO Cookies) from News2You and had a fun discussion. Science: Students started a unit of weather this month. The students learned what weather is and how the weather impacts our lives. The students learned how

the scientists predict the weather and learned different types of weather in sign language. The students had a discussion about why our school had to move to a new school due to flooding. Social Emotion: The students reviewed the Zones Of Regulation and learned different calming strategies to cope with their uncertain feeling due to the closing and coming to a new school.

**Mrs. Swisher's Vocational Class:** We are off to a great start to the school year. During our virtual time I was creating vocational activities for students to complete at school. Staff have been extremely creative to use items found in their homes to create functional tasks. Once we arrived in our new home, I assisted teachers with their set up of the classrooms. I have been pushing into the classrooms to work with the students and staff. During the first week I observed students working on independent activities. I spoke with teachers to understand their vocational needs for their students. I worked with several students on sorting and packaging activities with a focus on accuracy and fluency while completing their work. I will be working on vocational assessments with the teachers. At the end of the school day students will be completing various jobs around the school. Some of these jobs will include custodial activities (wiping doorknobs, sweeping the floors, and washing the windows) and clerical activities (delivering mail, delivering needed supplies, checking for PPE needs).

**Mrs. Caputo – Art:** We started September with posted assignments and Virtual Live Sessions for art class. In these assignments, we practiced directed drawing as well as line, color, and shape review. Now, in person, we are beginning a “Graffiti and Typography” lesson with the aim of “Tagging” or claiming this building as Westlake’s. Students are printing squares and rectangles on paper to resemble bricks. They are using oil pastel to blend bright colors in their bubble letter names. They will then draw, cut, glue, and assemble their artwork. Finally, we will hang their artwork in hopes of reminding students they are a part of the Westlake Community, even in an unfamiliar building.

**Mr. Shanfield – Physical Education & Health:** This month has been an amazing time to step up to the challenge and show our true Westlake Wolves colors. New setting, no problem, we figured it out! -During Physical Education class the students are getting back into the routine of being in school, learning and having fun! We have started off engaging in various gross motor activities that involve body movements, exercises, and leisure games. The students have been resilient and are doing an amazing job!

**Mrs. Sandrock – Social Work Report: Sandrock Social Work Report September 2021**

It has taken a Herculean effort by the entire staff to put aside their own grief over the devastating loss of their freshly decorated classrooms they had readied for students and move to a new location quickly and prepare for students to come to Holy Spirit. Staff is carrying on daily schedules so that the school can meet student needs and function as if we were still at Westlake and seamlessly. In an effort to assure parents post flood, all families were contacted to address Westlake’s capability of meeting their child’s educational, social and emotional needs safely at this time. It has been a challenge to gather appropriate teaching supplies, thankfully, staff has been resourceful obtaining donations and purchasing items and making items. To their merit, the staff of Holy Spirit Church opened the doors to their shuttered preschool and gave a treasure trove of classroom materials for the staff to utilize. These items were a lifeline to transform an empty school building into a warm inviting atmosphere in time for our “Open House” event early this month. Parents' response to the new site has been very positive in most cases as this is yet another change in their lives following the pandemics impact on us all. To allay anxiety, arrangements were made for private tours to reintroduce those students who are experiencing separation issues after being at home for more than a year during virtual learning with their parents beside them.

Social Work schedules are being created for individual counseling sessions as well as SEL groups. Several students have met for their individual sessions and have reported positive views of the temporary school site. Many students are ecstatic to be in school and not on-line at this time.

Annual IEP’s are being reviewed by SW prior to being shared with parents and CST’s as meetings are being held and several others scheduled. Space is limited for in-person meetings and Secretary Carrie Koch has worked wonders scheduling available rooms to accommodate ancillary staff for testing purposes. A host of paperwork has been required to compile and organize after the 1571 premises were flooded. It is a monumental task to recreate the files that no longer exists. Districts undergoing monitoring have appealed to us for paperwork as we reconstruct these legal files. Districts are in the process of sending us their IEP/medical records in an effort for Westlake to be in compliance with State regulations.



An exemplary effort has been made by Administration and staff to clean, coordinate, and enhance each room in order to transform the new building into the welcoming gem of a school that we have always been to sending Districts.

**Behavior Department:** Time has been spent in contact with parents in helping in supporting them through the transition from remote instruction to adjusting to the new school building. In addition, the two behaviorists have been supporting teachers in obtaining materials needed for students. This includes instructional material, behavioral such as token boards and visuals, and other appropriate manipulatives. Thanks to donations, students have been able to obtain some preliminary supplies to begin the school year. Crisis support as well as additional assistance/strategy implementation has been needed for eight students in the four days of instruction we have had so far. In addition, training of staff working with new students has occurred with both behaviorists in the eight assigned classrooms (four classrooms for each behaviorist). A Safety-Care meeting was held this week with Carrie Datillo, with behaviorists along with SOI from Crossroads school, to plan upcoming PD days beginning Oct 11, 2021. Training lists with staff members is being updated by behaviorist in preparation for the PD. Initial supplies have been purchased for behavior department as well as ordered student break room, for direct use with students. Data sheets have been updated for students, in preparation for data collection (which has begun this week on most students).

**Occupational Therapy:** Occupational Therapy is adjusting well to the new environment in Holy Spirit School. During this month we have ordered new materials and set up our classroom with fun and engaging activities for our students. We have collaborated with the teachers to develop a schedule that benefits all students and staff. We have attended staff meetings and are attending IEP meetings to develop plans that will advance the skills of our students. OT is providing groups with a focus on activities of daily living to classes. We are also seeing students individually to meet IEP goals. We are looking forward to a great year with our students in our new location and will continue to advance our students' independence in the schools.

**Speech Therapy:** This month, we provided virtual therapy to students while out on remote instruction. Online resources such as BOOM cards, TPT, Bamboozle games and EPIC books were utilized to target students' various goals and objectives. Upon returning back to a new location, we have been getting to know students who are new to our caseload and have been building a rapport. We have collectively gathered materials that will be beneficial to a wide range of students for us to use in our new location. We are beginning to incorporate thematic units including Fall, Halloween and back to school. We are excited to start a new school year in our new building!

**Community Based Instruction and Special Events:**

Morris Union Jointure Commission sent students to Westlake's new location with Principal, Andrea Marmolejos and Principal, Matt Fernandez and students came to bring student made materials of file folders, communication boards, a banner and other activities for students. During their field trip, they met with some of our students and gave them student made cards and wished them good luck on our new building. It was extremely supportive of them, and our students enjoyed socializing with the MUJC students out front of the building to keep with social distancing protocols.

**Professional Development:**

District Restart Committee Meeting and Pandemic Response team meetings are beginning monthly to ensure safety throughout the schools.

PLC Meetings continue weekly with collaborations with colleagues, sharing resources and lessons.



**Union County Educational Services Commission  
Superintendent Report**

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

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

<b>Fire Drill:</b> 9/27/21 (Emergency Evacuation – Level 2)	<b>Other (Specify Type):</b> 9/13/21 Lockdown
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**Curriculum and Instruction:**

The Work Readiness Academy was excited to open the 2021-21 school year offering full-time, “in person” instruction. We have 21 students in the programs this year (our current maximum capacity).

Highlights from the month of September included:

**WRA Program**

- Students and staff spent the first week of school re-orienting to updated COVID-19 safety protocols and discussing the importance of each person doing his or her part to keep our school community safe.
- Students were engaged in individualized pre-employment assessment activities to help identify work preferences and strengths.
- Students began participating in various internal Work-Based Learning Experiences (WBLEs) including our Rock’n Readiness Cafe, WRA Wawa, WRA Bus Cleaning Co., and our Clerical/Mail internship.
- Students also started attending new class offerings including: Career Exploration, Functional Academics, Independent Cooking Skills, and Work Readiness Training (double period).
- Students started their weekly yoga and personal fitness classes
- Staff began working with students to review dress code expectations for external WBLEs with community businesses that we hope will be resuming in mid-October, pending board approval.

**Project SEARCH**

- Students and staff spent the first week of school orienting to Overlook Medical Center and learning about both school and hospital COVID-19 safety protocols and discussing the importance of each person doing his or her part to keep our school community safe. This included learning how to complete a daily Atlantic Health Team Member COVID-Screening check via a mobile phone application.
- Students received a warm welcome from the Overlook Medical Center (Atlantic Health System) leadership team. Students were greeted on their first day by balloons, signs, and a visit from interim-hospital president Stephanie Schwartz.
- The students also began 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.

**Community Based Instruction and Special Events:**

We are hoping to resume community-based internship experiences next month, pending review and approval by the Westfield Regional Health Department and the UCESC Board of Directors.

**Professional Development:**

Mr. Bornstein, the Director of the Work Readiness Academy, continued to work closely with Ms. Dattilo, the Director of Curriculum and Instruction, to brainstorm possible ideas for the development of this year's School Professional Development Plan and Teacher PLC focus areas. We also started planning for our October 11th staff development day. We are tentatively planning to focus on Visual Supports in the Workplace for students with Autism Spectrum Disorders.

Additionally, all staff received opening day training on the district's Road Forward Plan and newly updated and layered COVID-19 mitigation strategies.