



**Union County Educational Services Commission
Superintendent Report**

School/Department: Crossroads School	Report Date: 3/31/2022
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Enrollment:

Current Enrollment: 45	Intake:
Acceptances:	Disenrollments: 0

Emergency Drills:

Fire Drill: 3/14/2022	Other (Specify Type): (Lockdown) 3/28/2022
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Curriculum and Instruction:

Susan Parenti’s Class:

Students participated in Read Across America festivities!!!

The class read multiple Dr. Seuss' books include, “The Cat in the Hat, One Fish Two Fish, Green Eggs and Ham and Horton Hears a Who.” For each story the students answered comprehension questions and participated in a variety of math related games, and crafts. Students made a Cat in the Hat craft and answered WH questions about the book while they participated in a rhyming game. During the reading of, “One Fish Two Fish,” students listened to the story intently as it was read aloud to them in a group setting. Each student was given a cup full of different colored cheddar goldfish and a graph. The students sorted the fish by color and placed them on their graph. Once they sorted their goldfish, the students then added up their totals.

Crossroads Speech Department:

Mrs. Alayna Quattrocchi and Mrs. Hope Weinstein, reports the following:

Matthew M., of the Roselle Public School District, has made tremendous gains in his speech and language skills! As a multi-modal communicator, he uses both his iPad with TouchChat HD and spoken language for communication. Matthew has shown improvement in both navigating his device for functional communicator as well as using spoken language. During mealtimes, he is able to request what he wants using a sentence (“I want to eat raisin bread”). He enjoys using spoken language to interact with his peers, teachers, and classroom staff. His family has also noted his increase in functional communication, specifically using spoken language. Great work, Matthew!

Richard Horn’s Physical Education and Health Class:

In Health class, students have continued to work in groups and practiced following directions as well as turn taking while playing a few different memory games as well as answering questions on flash cards that include topics such as feelings, emotions and healthy habits.

Sports groups are continuing to go well and are giving students a chance to participate in some things that they might not necessarily get to in a typical physical education setting. Students have been engaged and are enjoying the extra time in the gym. Students have also had the chance to be more independent and practice making choices on what activities they participate in.

Community Based Instruction and Special Events:

Special Events:

Staff and students participated in a multitude of Read Across America activities!

Women's History Month was celebrated throughout the month!

Students participated in St. Patrick's Day activities as they worked with Mrs. Emily Caputo, Crossroads School Art Teacher.

Crossroads School Staff met with students from Mount St. Mary's Academy to educate the students on the world of Autism and how it impacts our students and overall community.

Professional Development:

Crossroads Staff participated in professional learning opportunities during extended learning time throughout the month of March.

Pre-IEP meetings consistently occur with all school stakeholders represented. These preliminary meetings allow our staff to collaborate prior to the scheduled IEP meeting.

Professional learning community meetings and Pre-IEP meetings have been held virtually as well as in-person throughout the month of March.

Crossroad's behavior and administrative teams continue to provide staff with training specific to their individual needs and requests.

Multiple student intakes occurred throughout the month of March.



**Union County Educational Services Commission
Superintendent Report**

School/Department: Hillcrest Academy North	Report Date: 4/1/2022
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Enrollment:	
Current Enrollment: 82 Acceptances: 2	Intakes: 2 Disenrollments: 6
Emergency Drills:	
Fire Drill: 3/25/22	Other: Lockdown: 3/25/22

Curriculum and Instruction:

In US I History, students have analyzed the actions of our Founding Fathers and the impact of those actions on today’s society. Students will be studying the cause-and-effect relationship through the Civil War in the next few weeks. In US History 2, students focused on the Great Migration along with the racial and migrant oppression felt during the first half of the 20th century. Students read primary and secondary source documents detailing the various experiences and events to better understand what the people of that time went through. Students demonstrated their understanding through class discussions and essays.

Sociology students began to work on how different racial, ethnic, and gendered people experience America. Students discussed and broke down societal differences such as the racial and gender wage gap. They were assessed by reading primary source documents and creating a Google slide presentation. Civil Liberties focused on people of different backgrounds experience events in different ways, such as how different racial and ethnic groups experience the healthcare system.

Algebra 2 students are using multiple representations to find two unknowns. Students collaborate and tackle real-life decisions using graphing or substitution-methods within systems of linear equations. The Algebra 2 classes are becoming disguised as a science exploration course. Students are applying their new knowledge of notation to help simplify and communicate mathematical measurements of the universe.

English students start each class answering critical thinking questions. Students continued their media literacy unit and watched the documentary “The Social Dilemma” and answered questions about it. We discussed the Facebook Papers and the whistleblower, and the implications and effects of what happened. Creative Writing students started each class answering creative questions and studied new ways to learn vocabulary and grammar.

Community Based Instruction and Special Events:

During the month of March, through our advocate program, we have identified students of concern and have followed up with these students through meetings and phone calls home. Additionally, we are in the process of having meetings with each senior to discuss their current status as well as planning for their future. The social worker will continue to follow up with these students to work on college applications and the financial aid process. The social worker has continued to have SEL groups weekly with all students. Additionally, the social worker checks the daily reflection forms and follows up with students as appropriate.

Professional Development:

On March 18, HAN facilitated professional development in Panorama, and modeling SEL skills. It was a productive and enjoyable day for both HAN and HAS. Our staff continues to train 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. Our ScIP continues to facilitate our Advocate Program during PLC time. Students fair better in school when the advocates are monitoring their progress and making phone calls home.



**Union County Educational Services Commission
Superintendent Report**

School/Department: Hillcrest Academy South	Report Date: 3/31/22
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Enrollment:

Current Enrollment: 95	Intakes: TBA Disenrollments: 1 (assault on staff)
Acceptances: 19	

Emergency Drills:

Fire Drills: 3/25/22	Other: Active Shooter 3/10/22 & 3/28/22
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Curriculum and Instruction:

Ms. Holden’s English:
 In commemoration of Women’s History Month, students researched the life of a famous woman of their choice. In addition, students read and analyzed the poem *Phenomenal Woman* by Maya Angelou. Students were also engaged in a lively discussion that dealt with the following topics: the importance of Women’s History Month, famous women (past and present), and women’s equality. Additionally, students debated the pros and cons of having a Men’s History Month. In addition to using IXL to increase students’ learning of claims, evidence, reasoning, and counterclaims, students enjoyed using interactive activities such as *Rags to Riches* and *Jeopardy* to increase their skill levels in these areas.

Ms. Cioffi’s English:
 Courses completed the Fiction English Assessment to assess their knowledge in reading and writing literary texts. These assessments serve two purposes for English classes. First, the teacher will use the assessments as a way to gauge students’ areas of strengths and weaknesses to assist the teacher with lesson plan development. Secondly, assessments will also be used as an ELA portfolio sent to the state of New Jersey for graduating students that did not meet the state graduation requirements for state testing. The nonfiction portion of these assessments will be continued the last week of March. Students in English courses also reviewed the elements of a strong argument, which was covered during virtual instruction. Lessons asked students to practice identifying claims, strong evidence, counterclaims, and conclusion statements. For the remainder of March, students read a Pro/Con article and identify the elements of a strong argument. Students then completed an outline for a five-paragraph essay in which they pre-wrote an essay stating a claim on a topic, provided supporting evidence, a counterclaim, and a strong conclusion that supports their claim. This assignment prepared students to complete the Non-Fiction English Common Assessments that will be administered at the end of March.

Ms. Fernandez-Siejack’s Algebra:
 Has been working with the students on an assignment “Do Now - Hacer Ahora”, by speaking, writing, and reading the date, weather, and the question of the day, which is related to any topic related to school, home, and community in every class. Ms. Hernandez worked on the lesson about the pronunciation of the letters of the alphabet by practicing spelling words with the classes. On 3/28/22, Ms. Hernandez introduced Greeting and Farewell expressions vocabulary with dialogues to present to the class on how to greet people on different times of the day, using grammar points and dialogues to explain to the students on how to have a dialogue in Spanish words during the class

Ms. Arora’s Forensic Science and Environmental:
 Science students learned about the scientific methods. Apart from that, in Forensic science they studied Nature, Manner, and mechanisms of death. In that unit they reviewed how the body decomposes after death. They also

learned how to find the time of death. In Environmental science, students researched about the solar system. Students learned about the unique features of all the planets that included if life is possible on mars.

Students in Ms. Duarte's classes used March to look at the ways in which events seem to repeat themselves throughout history. For example, in Economics students looked at the various economic systems that can exist and then looked at the ways in which we can experience economic problems. Classes concluded with a discussion on government interventions to assist in resolving said problems. More specifically, we discussed the recessions that have taken place in the United States following WWII and the ways in which we can individually be affected by recessions. This conversation was brought home as we discussed rising oil prices and the trickling effect this can have on Americans. This conversation lines up with USII and the study of WWII through primary source documents looking at the way war affected life in the United States, and a close look at the Holocaust. Classes extended this discussion to include the current situation-taking place with Ukraine.

Ms. Wrzesinski's U.S. History I and Modern World History:

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. U.S. History I classes finished their American government unit and moved into their Westward Expansion/Manifest Destiny unit. Students defined Manifest Destiny, completed an art analysis with John Gast's painting "American Progress" and learned about the hardships of expanding the country. Students also learned about Lewis and Clark, Sacagwea, frontiersmen, adding states into the Union, impact of Native Americans and President Andrew Jackson. Modern World History students completed the WWI/ Russian Revolution unit and started the Rise of Dictators unit. Students learned about how WWI ended, the Versailles Treaty, harsh treatment of Germans, the collapse of Czarism in Russia that led to the rise of communism. Students also learned about Lenin, Trotsky and the rise of Stalin that led to totalitarianism and dictatorship. Students just had their first lesson on the rise of Hitler. Criminal Justice students reviewed amendments one through 27 and how to apply them to their everyday rights. Students then took those amendments and applied them to scenarios that we worked through in class. Students also looked at cases that are relevant to today's society and discussed the legal ramifications. Students also just started an in depth look into the criminal justice court system. Thus far we have discussed the role of the judicial branch and the different types of court for federal and state offenses.

Mr. Barone's Health:

Students in were introduced to a unit on First Aid and CPR during the month of March. Students learned about the chain of command, what to do when they arrive on scene and how to assist an individual who is choking and/or having a breathing emergency. During Physical Education, students have continued to participate in games of Bean Bag Toss/Cornhole once a week. The students really enjoyed and look forward to the weekly games. In addition, with the weather starting to get warmer, Mr. Barone has been taking students outdoors to participate in PE activities such as walking/jogging, basketball, and other outdoor/recreation activities. All of the students really enjoy the opportunity to have class outdoors and get some much-needed fresh air.

Mr. Peters' Health and Physical Education:

The students in were shown multiple avenues to participate in activities to increase strength, increase flexibility, and take part in cardiovascular exercises. Students participated in workouts that focused on yoga, Pilates, meditation, cardiovascular, strength, and flexibility. All workouts were between five to 15 minutes in length and students answered a self-assessment at the end to score their efforts. We have also been participating in cooperative games such as Kan Jam, Cornhole, and Ladder ball thanks to the enormous indoor space we have been afforded at the Lord and Taylor facility. With the nicer weather, we have also been able to take the students outside to take walks and participate in miscellaneous sport activities. In Health, we continued to concentrate on the coronavirus pandemic. Classes constantly reviewed 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 have also been learning about CPR/AED/First Aid life skills through the American Red Cross Participants Manual. We have been covering how to properly administer CPR and use an AED in an emergency situation.

Ms. Fernandez-Siejack's Algebra II:

Students were able to move on from factoring to complex/imaginary numbers. Students were able to determine if

a number was an imaginary number and simplify imaginary numbers raised to exponents. From there, they were able to add and subtract like terms with complex numbers. Next came multiplication by either distributive property or FOIL. Finally, students were able to rationalize the denominator through either multiplying by i or the conjugate of the binomial. Consumer Math students were able to finish out the lessons on loans by working on credit cards and how to find the daily average of a credit card statement. Then students were then able to explore the 50/30/20 rule of spending and were able to calculate if people were able to stay within their budget. Finally, students started to work on examples of banking. They learned the five different types of bank accounts and started to focus on savings accounts.

This month Ms. Ferrari and Mrs. Fern's students celebrated Pi Day and the Social Emotional Learning Day through appreciating diversity on 3/11/22. Students viewed a video about appreciating diversity and discussed their ideas about diversity. The students created a poster and chose to make it in a circle including Pi Day (3/14/22) into their theme. Ms. Fern coined the phrase "Our Circle Keeps Getting Greater!" In addition, the students analyzed the ratio between the diameter of a circle and the circumference using yarn to measure the circumference of their poster and completed other circle exploration activities. The other lessons this month began with a Do Now that is a real-life word problem. The day's lesson in which several examples were modeled for the students. Lastly the students completed practice problems about the day's lesson. The Do Now worksheets and lessons came directly from the concepts listed on the Consensus Map. In addition, Guardians were updated each week about all grades and important announcements.



Community Based Instruction and Special Events:

The HAS Community Service Program (HASCSP) organized the annual HAS Rock the Vote-Voter Registration program that was held this month in advance of the upcoming local primary elections in June. The object of this community-based learning program is to educate students on the importance of voting and how to register to vote in the upcoming election. Students were then requested to transfer the knowledge they gained through the program with others in their home communities.

Ms. Schulhafer shared Guidance Counselor with Hillcrest North:

Ms. Schulhafer administered the New Jersey Graduation Proficiency Assessment (NJGPA) at HAS. Ms.

Schulhafer trained the staff at a faculty meeting to successfully administer the NJGPA during the week of 3/14/22. Ms. Schulhafer developed a schedule for students testing and not testing then reviewed them with both staff and students prior to testing to avoid confusion. Ms. Schulhafer also conducted a week of makeup testing for the students who missed a section. Ms. Schulhafer also began to work on the portfolio appeals process. In addition to testing and portfolios, Ms. Schulhafer continued to monitor the student's grades and credit retrieval progress to ensure the seniors are on track to graduate in 2022. A representative from Union County College visited HAS and provided an introduction to the institution. Seniors interested in applying for the fall of 2022 stayed after the assembly to speak with the representative and Ms. Schulhafer.

Ms. Gilchrist, Social Worker:

Ms. Gilchrist was reacclimating herself to the students and staff for in person instruction since her return on 3/16/22. She was instrumental in counseling and crisis management. This included but not limited to translating, contacting students, meeting with students, supporting staff and reviewing their academics. She attended all regularly scheduled meetings and collaborated with the Guidance Counselor and the administration.

Ms. Rubin, School Nurse and Health teacher:

Ms. Rubin has been assisting with morning entry procedures, ensuring students were wearing masks correctly, and the afternoon dismissal. Ms. Rubin has been calling the absent students daily to keep track of any illness, including Covid-19 related symptoms for reporting, and contact tracing. Mrs. Rubin has been managing Covid-19 test kits for weekly staff testing. Ms. Rubin covered Westlake School when their nurse was absent on 3/8/22 through 3/14/22. Ms. Rubin submitted the student health files as requested by the Westfield DOH for an audit. She has been updating the health files with the help of the families and the physicians. Ms. Rubin is in the process of following up with students who have asthma to get asthma action plans updated and has been continuing to provide annual screenings of the students as required by the State of New Jersey.

March's Overall Student of the Month-Ms. Valerie Chacon; Citizenship: Jessica Hernandez; Community Service: Johnny Gutierrez; Respect: Angel Cardona; English, Ms. Cioffi: Dasani Marie Brown; English, Ms. Holden: Valerie Chacon; Health, Mr. Barone: Khalil Valentine; Health, Mr. Peters: Alexavier Nieves; Health, Ms. Rubin: Dream Whitfield; Math, Ms. Ferrari: Heavenlii Romero; Math, Ms. Fernandez-Siejack: Damaris Kinney; Science, Ms. Arora: Taje Flemings; Science, Mr. Mah-Essiet: Khalil Valentine; Social Studies, Ms. Duarte: Miguel Valencia; Social Studies, Ms. Wrzesinski: Jeremiah Shepard; Spanish, Ms. Hernandez: Heavenlii Romero; Perseverance: Lazaro Argueta, Angelique Correa-Henderson, Quasim Hill, Damaris Kinney, Alaysia Negron, Brandon Shipman, Khalil Valentine; Perfect Attendance: David Barrera, Angelique Correa-Henderson, Johnny Gutierrez, Aja Mars, Anthony Piedrasanta, Miguel Valencia; and Outstanding Attendance: Alexis Delgado, Rafael Duran-Tinoco, Taje Flemings, Jaydin Freeman, Luna Herrera, Erika Jones, Damaris Kinney, Breniyah Nolton, Heavenlii Romero, Brandon Shipman.

Professional Development:

On 3/18/22, HAS met at and with the staff of Hillcrest Academy North Campus (HAN). The morning began with Advocacy then training at Panorama, an SEL program. In the afternoon, the HAN Social Worker provided a much-needed SEL for staff that focused on self-care and wellness. This included rotating every thirty minutes through a number of activities such as yoga, meditation, taking a walk, playing a game, and March Madness.



**Union County Educational Services Commission
Superintendent Report**

School/Department: Lamberts Mill Academy	Report Date: 4/1/2022
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Enrollment:	
Current Enrollment: 39 LMA Campus: 30 New Point: 9 New Point at LMA: 1	Intakes: 7 Acceptances: 0 Disenrollments: 1

Emergency Drills: 2	
Fire Drill: 3/25/2022	Other: (Lockdown) 3/28/2022

Curriculum and Instruction:

English:
 We continue to work in Unit II Narratives through viewing various short media clips, reading text and noting the story elements necessary for an exemplar narrative. In acknowledging the various aspects of March, we read articles about self-awareness and self-esteem to better understand our social emotional learning. We proceeded to celebrate women in history during the month of March. This was acknowledged through reading various female authors texts and students concluded with writing a biography of a woman author of their choosing. We continue to practice our skills in IXL aligned with our current curriculum as well as individually where students need assistance in enhancing their literacy skill set.

History:
 As LMA students continue to work on social emotional awareness at the start and end of the period. Students are encouraged to reflect on what can interrupt their learning experience and what is needed to support their success. Interactive ‘brain starters’ to get students engaged are used, such as writing prompts with images and videos to identify what the student found the most fascinating and why. This is the final month of collecting data for the students’ growth objective in reading comprehension. Newsela is a platform used for SGO’s and students are reading passages related to their study of science. Their reading comprehension is assessed with a multiple-choice quiz; it consists of four questions and their performance is documented. There is a benchmark score, an individual goal, and an average score. All science classes are introduced to and using EdPuzzle assignments specific to their topic. It’s an interactive approach to learning and reinforcing new concepts. Some skills used to master this approach to learning include listening, analyzing, and explaining. Science classes are also working with the Claim, Evidence, and Response (CER) approach to researching a topic related to science and technology. This is presented in a Google Slide template assigned to each student in Google Classroom and promotes critical thinking.

Mathematics:
 Students in Algebra classes have started to learn about scatter plots, and how to visually represent two variables by graph form in order to determine if a relationship exists. They spent time proving Leonardo da Vinci’s, *Vitruvian Man*, drawing to determine if an individual’s arm span is proportional to their height. As students measured each other's height and arm span, they graphed the data on their own scatter plot to show the correlation between the two. Students have continued to work with scatter plots for the month of March.

Students taking Algebra 2 have begun working with data sets, and Matrices. They have been learning how to classify, add, subtract and multiply different sized matrices. Students not only have the opportunity to solve the matrices by writing them out but are able to verify their answers by using the interactive website, Desmos Matrix

Calculator to check their answers.

Students in Geometry have started a unit on two-dimensional shapes and finding the area and perimeter of squares and rectangles. As they feel more comfortable with these topics, they will design their own architectural floor plan for their 'dream house'. Using graph paper to make different sized squares and rectangles, students will determine dimensions of each room, and work with area and perimeter for different situations within the floor plan (Wallpaper, paint, flooring, fencing, etc.)

Clinical:

During the month of March students centered many discussions around the theme of Empowerment. In recognition of Women's History Month, we celebrated the contributions women have made throughout history and throughout the women's movement. Students learned about famous women who left a positive impact on the world through philanthropic efforts and through the use of women empowerment.

We celebrated SEL Day on March 11th and the students worked on SEL projects throughout the month. Through group discussions students were encouraged to share what Social Emotional Learning meant to them and why they feel it's important in and out of school. The life skills groups learned about the 5 core SEL competencies (self-awareness, self-management, social awareness, relationship skills, and decision-making skills) with the clinicians presenting each core competency one at a time. Finally, students worked on a group project where they created posters and took pictures of the 10 SEL themes that are highlighted throughout the year at LMA

New Point:

Enrollment as of 3/14/2022 - 9

Students attending LMA- 1

Students at New Point celebrated Women's History Month. Students researched and discussed someone who has made a positive difference in the world. They studied female inventors who have played an essential role in US History but have not always received credit for their work. Most of the women discussed contributed innovations in addition to the advancement of technology.

Math:

Students have worked on consumer skills, elapsed time, money, and fractions. There is always a constant review of basic math skills in class to reinforce a good foundation for students. They also work on IXL, which allows the teachers to accommodate the many different learning styles at New Point.

English:

Students have been studying women authors and how it relates to literature and poetry. Students continue to focus on sentence structure and literary terms in daily reading. Students focus on commonly misspelled words in addition to their prefixes and suffixes. Vocabulary is done weekly and pulled from the reading materials. Assessments continue using IXL in class.

History:

Students focused on Women who made an impact on US History. Students studied the relationship between Russia and Ukraine in addition to their natural resources and the humanitarian crisis since the war started. Students are very interested in this topic related to their world today. Students are curious about the US government's involvement in the current crisis in Europe. Each student writes current events twice a week, and they relate their

current events to Covid, the Russian invasion of Ukraine, and other related global topics and how it's affecting their world. CNN 10 is viewed daily, and students write five new facts they learned.

Science:

Students continue to learn about global warming and its effects on commerce and trade—classroom discussion about the contributions made by women scientists. Students kept a list and narrowed it down to influential women innovators in specific scientific fields, such as chemistry or mathematics. Students focused on mountain ranges, mountain systems, and mountain belts. Students also learned about the holes in the arctic seafloor and their effects on the global world. Students learned about FEMA and its role in the recovery after a natural disaster. Lightning and Tornadoes have been discussed and reviewed related to the current weather patterns in the United States.

Community Based Instruction and Special Events:

Professional Development:

Safety Care Training and Certification



**Union County Educational Services Commission
Superintendent Report**

School/Department: Nonpublic Services	Report Date: 3/31/2022
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Enrollment:

Current Enrollment as of March 31, 2022:

Total Comp Ed Services: 1129	Acceptances: N/A
Total Supplemental Instruction Services: 529	Intakes: N/A
Total Speech Services: 214	Disenrollments: N/A

Fire Drill: N/A	Other: N/A
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Curriculum and Instruction:

- The Nonpublic Services Department continues to process orders for the Emergency Assistance to Nonpublic Schools program (EANS).
- The final Nonpublic School Textbook, Security and Technology orders for this school year are being reviewed and processed.
- The Nonpublic Nurses are assisting in maintaining student health records (A-45) and completing specific screens for students' grades k-12.

Community Based Instruction and Special Events:
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Professional Development

In the morning session of the Nonpublic Professional Development Day, teachers participated in a Touch Math training. In the afternoon, teachers viewed a presentation based on the PLC book, *I Wish My Teacher Knew*, by Kyle Schwartz. Teachers worked on activities related to presentation. The Professional Development Day concluded with a 2022-2023, 192/193 407-1 form procedures/expectations and individual meetings with teachers to finalize SGO's.



**Union County Educational Services Commission
Superintendent Report**

School/Department: Technology	Report Date: 4/1/2022
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Enrollment:

N/A

Emergency Drills:

Fire Drill: N/A	Other: N/A
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Curriculum and Instruction:

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| <ul style="list-style-type: none"> - Work with DVP, HBC & Structured Network Solutions on L&T network infrastructure - Apple environment planning for Crossroads - Jamf planning - Incident IQ planning - VMWare reconstruction vs cloud server model planning - Alyssa Law implemented at all remote sites - E-Rate form 471 completion - Wireless network troubleshooting @ L&T - VoIP procurement for L&T - L&T IT infrastructure build - VoIP replacement meeting with vendors |
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Community Based Instruction and Special Events:
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Professional Development:

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**Union County Educational Services Commission
Superintendent Report**

School/Department: Transportation	Report Date: 4/1/2022
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Enrollment:	
N/A	
Emergency Drills:	
Fire Drill: N/A	Other: N/A
Curriculum and Instruction:	
<p>On March 11th and 14th, 2021, the Motor Vehicle Commission conducted an on-site inspection of the Commission’s fleet. Of the nineteen vehicles in the fleet, all passed inspection. The fleet is set for another six months of service until the next scheduled inspection in September.</p> <p>An updated estimate of total yearly transportation costs will be mailed to all participating districts on April 22, 2022. Since billing for services rendered is done on a monthly basis and there have been many changes since the last report was sent, this report is needed by the districts for budget planning and preparation, especially with the end of the school year approaching.</p> <p>The cut-off date for the submission of summer school transportation applications is April 22, 2022. Reminder letters were sent to all participating districts on March 14, 2022 via email. The Transportation Coordinator and Transportation staff will work closely with the districts to communicate the needs to get summer routes set up. (Requesting missing applications, following up on missing information, gathering Seizure Action Plans, and providing assistance where needed to ensure students are assigned transportation for the summer)</p> <p>B6T transportation request forms for Non-Public transportation are due to UCESC by April 15, 2022, we have been receiving some forms via email to this date.</p> <p>The Transportation office is finishing another busy year even with the pandemic the department is operating over 750 daily routes. Bidding competition amongst the bus companies is sparse. This drives prices higher, however, we continue to provide the most cost-effective services possible to our participating districts. However, the number of requests and hence the number of routes operating remain very high.</p>	
Community Based Instruction and Special Events:	
Professional Development	



**Union County Educational Services Commission
Superintendent Report**

School/Department: Westlake School	Report Date: 3/21/2022
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Enrollment:

Current Enrollment: 55 Acceptances: 1 for ESY 2022	Intakes: 6 Disenrollments: 0
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Emergency Drills:

Fire Drill: (Fire Drill):	Other Lockdown (external Threat): 3/8/2022
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Curriculum and Instruction:

Mr. Carten's Class:

Math: Group A students are on number identification. Group B students are working on multiplication. Currently students are working on the 6 times table. Functional money skills are being developed for true life experiences through our vocational program of selling homemade items. Science: The students are very excited to start a science unit discussing the Circulatory System. Students watched a video showing how the Circulatory System works. Blood flows or (circulates) constantly through the entire body. The main parts being discussed are the heart, blood vessels, blood. Language Arts: Students have continued to read the novel called the Secret Lake, by Karen Inglis. The plot starts out with a brother and sister duo Tom and Stella. The story is set in current day London, England. In Food Prep students participate in making healthy snacks. This month along with Mrs. Palmer's class we made homemade turkey bacon wrap, chocolate chip cookies, turkey sausage egg sandwich. The students follow the recipe and measure out all the ingredients necessary to make the project a success. The students are given questions to complete from the recipe of the week. Social Studies, the students are covering a unit on current events. The students are doing research on famous Women in history. Bonnie Dunbar, Eleanor Roosevelt, Amelia Earhart, Sally Ryder. We continue to study the US States. This month we covered the states of Kansas, Kentucky, Louisiana.

Mrs. Convery's Class:

This month, we have been celebrating Women's History Month by studying various women such as Amelia Earhart and Jane Goodall. We have utilized readings, graphs, videos, online books, Scholastic magazine and google slides presentations to enhance the learning objectives. We also studied chimpanzees and the forest biome.

In addition, we had fun during Read Across America and St. Patrick's Day. We learned how they make the Chicago River green for the holiday. Students continue working on their money skills using google slides. One group of students continues to learn the times tables. They have made good progress in memorizing the multiplication of seven and eight. Our class business continues to go well. We continue to make and sell dog biscuits. In addition, the students took orders for specially wrapped Hershey bars for St. Patrick's Day. We sold 72 chocolate bars within our school building. Our Vocational class did two special jobs for outside volunteer organizations. We managed to fill over 1,500 plastic Easter eggs for the Cranford Jaycees. In addition, we made a special order of dog biscuits for the animal shelter's adoption day event.

Mrs. Fernandez's Class:

In Language Arts, students are working with nouns, common sight words, and identifying elements of a story. In math, students are learning the concept of one more and one less of an amount. They are also reviewing previous skills and generalizing them to March themed activities. Individually, students have continued to work on their specific programs such as: 1:1 correspondence, touch math, money skills, matching, and sorting. In Social Studies students are learning about Ireland, the history of Saint Patrick's Day, and beginning our Women's studies unit on influential women in history and today. In science students continue to work on how to create and problem solve like an inventor. In SEL students are creating their own reinforcement and coping strategies journals. We are practicing using these to problem solve in the moment to regulate their emotions based on the Zones of Regulation Curriculum.

Mrs. Pajewski's Class:

During our morning meeting, we touched upon counting by 5's and 10's. Students have also been introduced to odd and even numbers. In math, the students are separated into small groups according to ability. **AG** has been practicing division and double-digit multiplication. **JM** continues to practice addition/subtraction and multiplication involving 1-6. Together we have focused on patterning skills. In reading, the students have enjoyed listening/reading Frog & Toad All Year. **JA** and **GR** continue to move forward in Edmark level 1. Social Studies topics have focused on holidays and Scholastic magazine. Our magazine topics have included March weather, Curious Jane (Women in History), and Doggy Mayor. For science, we continue to use Mystery Science. We have started our next unit Forces and Motion and a mini lesson Where do tears come from? Students have participated through videos (with our guide Doug) experiments and worksheets. This month students enjoyed participating in Read Across America and the Pinewood Derby.

Mrs. Palmer's Class:

During Language Arts, the students wrote a book "Books in the Brook." Wrote the book for Read Across America week. We also finished our novel. All the students enjoyed the book, and we will begin a new book this week. During Science, the students have learned about the nervous system. They watched videos, completed worksheets, and colored pictures of the brain. In Food Science, the students performed experiments. They separated the M off the M&M candy. They also cleaned a penny with hot sauce. We sent out Spring Candy Orders and received several orders from the students. The students are busy working on the orders and the 50 candies for Carrie Dattilo. The candy store called yesterday, and they need our pops to place on display this weekend. During food preparation, the students have made a breakfast sandwich, Irish Soda Bread, and turkey wrap.

Ms. Porchetta's Class:

March began with the celebration of Read Across America. Our class enjoyed hearing a story read by Brian A. He did an incredible job, and we were happy to have him visit. We also learned about the life and accomplishments of Dr. Seuss in Social Studies. In Reading, we listened to the story My Color Is a Rainbow written by Agnes Hsu. This gave us a chance to discuss examples of love and kindness in our lives. In math, we learned about sequencing and what comes before and after. In addition, Staff pizza is giving student JW opportunities to work on functional math skills such as collecting, counting, making change, and adding slices to be ordered. In Science, we learned about the signs of spring and how we can use our five senses to explore it. The students and staff worked together to list examples of each. In Vocational, students are working on skills in the jewelry shop tailored to meet their individual learning goals. These include sorting/stringing beads by pattern, bagging items, cutting cards, assembling key chains just to name a few.

Mrs. Robles's Class:

The best thing about March, besides the coming of spring, is Dr. Seuss's birthday!! In Language Arts, we read several Dr. Seuss books including Hop on Pop, Fox in Socks, and The Lorax. After having read each book, the students followed oral directions and completed an art project. The projects included a yellow paper plate bear with pom pom dots for Hop on Pop, individually decorated socks on a clothesline for Fox in Socks and Truffula trees for The Lorax. In Science, we learned about rainbows and then made clouds and rainbows for St. Patrick's Day. In Math, the students counted socks and identified numbers. They continue to work on shape and color activities and work on sorting by color and attribute. The students are beginning to prepare for spring and have just painted paper plates in preparation for making spring chicks. Music class is everyone's favorite and the students all participate and sing along with their favorite songs.

Mrs. Shaw's Class:

Reading / Language Art: By celebrating March women's history month, the students read a story about Ruby Bridges and learned how Ruby Bridges bravely stood up for equal rights when she integrated an all-white school. The students also read a story "The things about spring" and learned about the life cycles of plants and animals and discussed what are the changes in the spring season. In Math, the students continued to work on their Math goal this month. TP started three digit by two digit subtraction problems with borrowing. KP is making great progress on making changes using the combination of coins and bills. JN also started showing improvement on counting sums of coins and addition problems. In Social Studies. students learned about practicing kindness and politeness through reading and discussion. The students practiced kindness through role-playing by reading each scenario and then acted out the situation and found the solutions. In Science, students learned to observe the path of the Sun in the summer and in the winter. The students realized that light from the Sun keeps the Earth warm. By following the experiment (what made the marshmallows melt?), the students had a fun discussion about the melting marshmallow activity, and they were able to solve the mystery.

Mrs. Swisher's Vocational Class:

During the month of March, students have continued working on lessons from "Success at Work". Students discussed appropriate attire that should be worn. We used a chart to review job descriptions to choose the correct clothing for several jobs. Our second lesson this month discussed the importance of getting to work on time. Our vocabulary words included schedule, reliable, and prompt. Students reviewed their morning routines to see where they could make some changes to be ready for the school bus on time. We also began our video series "Skills to Pay the Bills" where we linked the videos to Edpuzzle.com. Our first video was on communication skills. Students practiced effective ways to communicate with each other and their teachers. This month, students worked on filling Easter eggs with candy for the Jaycee's organization for their annual egg hunt. Students put candy into the eggs, closed them, and sealed them with tape. Students filled over 1,700 eggs.

Mrs. Caputo – Art:

We began the month by making painted papers to be used in artwork throughout the rest of the year. Students turned a corner of the Cafegymatorium into a true art studio as they freely painted with tempera on paper. There were three stations (warm, cool, and neutral) that students could rotate through. Each station had a variety of paintbrushes, rollers, cookie cutters for stamping, scrapers, and bubble wrap. Students were encouraged to experiment with color mixing and textures as they made their papers. The following week, students used these papers to create Jim Dine inspired heart collages. They selected two painted papers. On one paper, students traced large, medium, and small hearts. They then glued them onto another paper and added marks with construction paper crayons. This assignment reinforced the idea of repetition, texture, and layering in art. Westlake students were then inspired to make a "Beautiful Blackbird" like the author/illustrator Ashley Bryan as a way to celebrate Black History Month. They watched a video of the artist as he spoke about his technique and the meaning of his artwork. Each student made a beautiful blackbird collage of their own. Students finished out the month with a snowflake painting. They looked at the photography of Wilson Bentley as they made geometric snowflake drawings. Students then completed their crayon resist paintings by using cool colored watercolors over their drawings.

Mr. Shanfield – Physical Education & Health:

The students have been doing an amazing job with their daily "check-ins" and seeing how they are doing. The students have adjusted to the new pattern/schedule structure of Physical Education class successfully. So, in my February Report I wrote: "The students come into PE and we have a "check in" conversation to see how everyone is doing/feeling including the staff. It is important for me to know where everyone is so we can be mindful of possible motivators or distractors that are happening in their lives. After we do the mindfulness "check in" discussion I then gauge if we should do some guided meditation, or we should go into our PE daily routine. The daily routine this past month has been walking/jogging/gross motor movements around the track, then the students meet in the middle of the class for an exercise/stretching routine. Once the exercise and stretching routine is over, we have been playing variations of kickball, hula hoop tag, cone field, frisbee baseball and scooter activities. At the end of class, we always participate in a team cheer!" This month the students started their floor hockey unit where they worked on various skills to enhance their abilities, which include how to hold the stick, how to pass a puck/ball, how to receive a pass from a partner, maneuvering around various objects, how to take a faceoff, how to effectively measure yourself a hockey stick, etc. During Health, we started talking about fire

safety. We are going to be working on identifying but not limited to these skills: where the emergency exits are located, where do we go once, we get out of the building or house if it's on fire and understanding what "get low and go" means. We will also engage in SEL and infuse guided meditation into the lessons.

Mrs. Sandrock – Social Work:

Seven IEP meetings were held since last report. During these annual meetings, parents have requested CBI opportunities and vocational experiences for their children. Other parents were interested to know more about the timeline of returning to the Lambert Mill Road site where an actual apartment existed to teach ADL skills. In the SEL group, students made "Gratitude Trees" consisting of outlined tree branches embellished with words and pictures that represented the people, the places and the objects they were grateful for having in their lives. Parents have been applying for services from collateral agencies to ensure a seamless transition following graduation. Others are at the beginning of the process gathering information needed for agencies such as PerformCare that can benefit their child. Meetings have been held to review paperwork for Guardianship and DDD services as parents strive to meet timelines. A timely NCTSTA webinar on "Youth Suicide Prevention, are you prepared?" was attended for 1.5 hours as the Covid-19 Pandemic has significantly increased the rate of suicide among teens and young adults. A 1.0-hour CEU webinar discussed "Emotional Freedom Technique" was attended in an effort to assist with the anxiety students may be experiencing. Part 2 of a 12.0 hour "Safety Care" training was attended this month which culminated in a cumulative exam. There is a need for more advanced training to handle students of larger stature which has been offered in past years.

Behavior Department:

This month, assessment and program assistance of teachers, as well as observation of students and creation of new behavior strategies and interventions has continued. RBT Jen has been continuing to attempt to collect data sheets and input as time allows, when not assigned to a student. Crisis support as well as additional assistance/strategy implementation has continued to be needed for several students this month: SS, AR, WL, OB, BW, RS, and KB. Behaviorists have participated in several intakes this month, and have begun pulling potential students to observe, assess and work with the student while the Principal or SOI meets and tours with family and case manager. This has been effective in two ways: allowing for additional information on the student to gauge his/her ability and appropriateness for Westlake, as well as to provide the parent with an opportunity to participate in the intake without having to monitor his/her child simultaneously. Additionally, RBT Jenn Pavlik has worked with several potential students, collecting data and assessing skills during three-day trial intakes this month. Parent contacts, via remote, in-person and via phone continued this month as needed both via phone and via email.

Occupational Therapy:

During this month, we continue to facilitate OT instruction through individual and group sessions. Since we have a new season approaching and had Saint Patrick's Day in March, we have incorporated themed activities that are fun but also functional and work on the student's individualized IEP goals. The Shamrock Shake ADL activity was a student favorite! We have also attended a handful of IEP meetings this month where we communicate with the student's parents and address any concerns/make sure there is as much carryover in the home as possible. Overall, our sessions continue to focus on ADL, fine motor, and sensory processing activities to best help our student's experience success during their school day!

Speech Therapy:

The Westlake School Speech department continues to work on our students' receptive, expressive, and pragmatic language skills. We address these skills through a variety of meaningful, functional activities. This month, Kristen, Sara and Jessica worked to address our students' goals through thematic activities. We celebrated Women's History Month and St. Patrick's Day with a variety of fun, speech, and language-enriching activities. Jessica is working with many of her students to produce comments/ask questions using full sentences during therapy sessions. We also participated in professional development days and learned more about the AFLS assessment. Finally, we have also been a part of many IEP meetings, where we discuss the wonderful progress, our students have made on their speech/language goals. Our students continue to make progress on their goals!

Physical Therapy:

Currently, we have one physical therapist working three days a week at Westlake School with sixteen students receiving physical therapy services (21 individual sessions and two group sessions). Our students continue to progress with their PT goals this month. Our PT group really enjoys practicing yoga. We are using a set of yoga songs and sequences called “Musical Yoga Adventures.” The students in this group are showing nice progress with their flexibility and motor planning during these sessions. D.V. is showing nice progress with his bilateral coordination skills this month. He is now performing exercises independently that used to require assistance from the therapist.

Community Based Instruction and Special Events:

Boy Scouts Update: Troop #1571 had our Pinewood Derby! It was a success, and the students were able to paint their cars; “Pinewood Derby Paint Clinic”. Then the following week we had the Pinewood Derby, and the Scouts cars were amazing. The Scouts shared their Cars with the rest of the classes that came to give them opportunities to race a car down the track. We are very lucky to have Richard Peterson from the BSA to give OUR students these amazing experiences.

Social Emotion Learning Day: “Social Emotional Learning” Day was celebrated on 3/11/22 with Educational Storyteller, Michelle Washington Wilson, who took us around the world as far as Senegal without having to leave our seats. The students and staff were riveted by her animated folktales about the benefits of sharing. She helped us to recognize our emotions while practicing care and concern for others through her stories of many lands. Photos of school-wide activities reflecting core SEL values were collected for the UCESC website to showcase student learning.

Special Lessons: Lessons this month included learning about Women’s History, St. Patrick’s Day and Read Across America. During Read Across America, many students and staff were selected to read Dr. Seuss books to each classroom of students. It was a great opportunity to have students become leaders and share their reading abilities with others.

Professional Development:

Instructional Training for the online AFLS: Behaviorists carried out an additional Professional Development training on the AFLS online program for all Westlake staff on March 18th. This training allowed for behaviorists to meet directly with individual staff members to answer questions and troubleshoot any issues with the program.

Safety Care Training: RBT Jenn Pavlik (along with Tim Fitzgerald) completed the Safety Care training for Westlake’s new staff as well as assisting with LMA staff alongside Anna Kuzdraj, Supervisor of Instruction. All staff updates have now also been inputted into both QBS and district records from trainings that have occurred this year.



**Union County Educational Services Commission
Superintendent Report**

School/Department: Work Readiness Academy	Report Date: 4/1/2022
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Enrollment:

Current Enrollment: 21 (includes WRA & Project SEARCH) Acceptances: 5 (for SY 2022-2023)	Intakes: 5 (for Sy 2022-2023) Disenrollments: 0
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Emergency Drills:

Fire Drill: 3/11/22	Other (Specify Type): 3/30/22 (Lockdown)
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Curriculum and Instruction:

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

WRA Program

- This month our students completed the second full month of their new internship experiences. This rotation will take them to the end of June, enabling each student to have participated in at least three different experiences during the year.
- The WRA school-based business held a Philly Pretzel sale this month. The students were responsible for working with the Philly Pretzel Factory to understand costs and then establish pricing for their sale, advertise the sale, and handle all aspects of the sales.
- Other instructional topics this month included:
 - Work pace and its impact on productivity
 - The importance of a strong work ethic
 - Attendance and punctuality at work
 - Debit Cards vs. Credit Cards
 - Insurance: Why do people need it?
 - Calculating tip and gratuity

Project SEARCH

- During the month of March, the interns completed their second internship rotations.
- Instructional highlights this month included:
 - Making a good first impression
 - Understanding Pay Stubs
 - Dealing with Change
 - Budgeting
 - Business Meeting Etiquette

Community Based Instruction and Special Events:

- Students in the WRA participated in community-based instruction trips to Whole Foods supermarket in Clark, NJ and the Jewish Community Center of Central New Jersey in Scotch Plains, NJ.
- Students at Project SEARCH participated in their “Workshop Week” between internship experiences. Programming included a guest speaker from the Arc of New Jersey’s Self-Advocacy Project who talked about the importance of sleep, and a lesson by our Occupational Therapy intern from Kean University on the Social Media footprint.
- Monthly SEL Theme: “Say Something”; the group participated in the core “Say Something” student training from Sandy Hook Promise that outlined the three steps students should take to help prevent

potential violence in schools; Look for Warning Signs and Threats, Act Immediately, Tell a Trusted Adult.

Professional Development:

- Staff participated in a full day of professional development on Friday, March 18th/
 - The morning presentation was a facilitated webinar by Michelle Garcia Winner from Social Thinking on “Expected vs. Unexpected Behaviors
 - In the afternoon, staff finished the 2nd half of the “Trusted Adult Workshop” training from Sandy Hook Promise, a national non-profit organization whose mission is to help prevent gun violence in schools by helping adults recognize warning signs of budding mental health issues.
 - Staff at Trinitas participated in an Emergency Protocols training offered by a representative from the Trinitas/RWJ Office of Emergency Preparedness.