



**Union County Educational Services Commission
Superintendent Report**

School/Department: Crossroads School	Report Date: January 7, 2022
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Enrollment:	
Current Enrollment: Acceptances:	Intake: Disenrollments: 0
Emergency Drills:	
Fire Drill: 12/14/21	Other (Specify Type): 12/21/21
Curriculum and Instruction:	
<p>Allison Gebler’s class: The thematic unit focused on winter weather changes, December holidays and positive social interactions with peers through Social Studies, Science, art projects, and a variety of Occupational Therapy Integration with Miss Dina, our classroom OT.</p> <p>In the area of Math, students completed crafts and games, to celebrate Chanukah, each of which included an assortment of counting, color matching, turn taking and 1:1 correspondence aspect. Students used fine motor skills alongside guided counting during the Dreidel game. They were also introduced to geometric shape concepts through the creation of multiple shapes within snowflake cutting activities.</p> <p>Room 103’s Star Student, Josselin TR, of Plainfield Public Schools, is initiating appropriate social interactions for all of her peers. She attempts naming her classmates, greets them and engages in play skills.</p>	
<p>Richard Horn’s Physical Education: Students have been practicing a multitude of skills during class and are getting better every day! Walking, running, stretching, relay races on foot and scooters, obstacle courses, letter, number, picture, and color matching activities, striking a beach ball with 2 hands, striking a balloon with a tennis racquet, striking a tennis ball with a racquet, catching (following single and multi-step directions etc.) Moving forward, we will continue to build off the above-mentioned activities and slowly add new and more challenging ones.</p>	
Community Based Instruction and Special Events:	
Community Based Instruction Field Trips are currently in a “holding,” position due to COVID-19 concerns.	
<p>Stephen Goham’s Classroom: The month of December’s theme consists of winter/holiday events and activities. The students are learning to read and identify new vocabulary, such as wreath, sleigh, skating, ornament, gingerbread, etc. The children are also learning to apply and discuss these new words while developing a holiday story web.</p>	
<p>Crossroads School Special Events: Crossroads School was bustling with holiday cheer this December. Our Annual Food drive to support our food insecure families was a large success. We were able to send many food bags home with the children. A special thank you to Heritage Mortgage for purchasing the food for the students. Thank you to the Crossroads School staff and Middle School Students who helped assemble and prepare the food bags to be sent home to our</p>	

Crossroads School Families. Heritage Mortgage has been a wonderful community partner for Crossroads for the past few years and we greatly appreciate their generosity.

Crossroads School has another special community partnership with Wardlaw- Hartridge School. A giving tree is decorated each year at Wardlaw Hartridge

School with all the names of our Crossroads Students and a tag that includes two special wishes. Wardlaw Hartridge Students then selected a Crossroads student from the giving tree and purchased an item or two for our student. Later in December, we picked up the toys that were hand delivered by Wardlaw Hartridge students and brought them back to Crossroads School. We then got busy sorting and wrapping the gifts for our students. Our in-house Santa delivered the prepared gifts to each classroom and wished the students Merry Christmas and Happy Holidays. To see the joy on the faces of the Crossroads School students was priceless. We greatly appreciate the generosity of Wardlaw Hartridge School every year. In the past, we have gone over to the school to speak to the students about Autism Acceptance and we hope to do that again in the spring or next fall.

Professional Development:

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

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

Crossroads Behavior and Administrative teams continue to provide staff with training specific to their individual needs and requests.



**Union County Educational Services Commission
Superintendent Report**

School/Department: Hillcrest Academy North	Report Date: January 7, 2022
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Enrollment:	
Current Enrollment: 90	Intakes: 7
Acceptances: 7	Disenrollments: 1
Emergency Drills:	
Fire Drill: 1/6/22	Other: Lockdown: 1/7/22

Curriculum and Instruction:

Curriculum and Instruction:
 US I History Students started learning about the causes of the American Revolution and have continued to build upon their Claim, Evidence, Analysis writing skills by answering the question, “What is the single biggest impact on the cause of the American Revolution?” Economics students analyzed the “10 Questions you should ask when opening a Checking Account” and were able to identify the importance of each of the questions. Students will continue to learn about financial independence through studying credit scores and how their score impacts their future.

Geometry students are applying their foundation of knowledge to prove two triangles are congruent. This includes vocabulary, properties of congruence, and angles formed by parallel or perpendicular lines. IXL has been a tremendous instructional resource. It has some new features like “Group Jam” where students and the teacher are working on the same problem. They also have created a few instructional videos in addition to the examples that were provided before attempting to do the exercises.

Algebra II students have shown proficiency in three methods used for solving a system of equations. The next step is to have them choose any method they wish to solve the problem. IXL again has been a most valuable tool. The word problems presented in IXL present real-life situations involving a system of equations. The first step and the hardest is to translate the word problem from English to an algebra equation. Graphing a system of equations allows the student to compare the two and make decisions based on the representations.

Consumer Math students are calculating and understanding paychecks and deductions. They are using calculators of course, but also creating spreadsheets and writing the formulas for such calculations. These skills can be applied in so many practical ways for our students.

Students are excited to have a new English teacher and fell into a consistent routine and established a rapport with their teacher. Students learned how to find the main idea from a text by analyzing the song lyrics that depict a rapper’s rise to stardom. Students used the same skills of finding the main idea and applied it to a song of their choice. lessons. Next month, students will learn different literary elements and narrative writing techniques to strengthen their writing skills.

Community Based Instruction and Special Events:

This month Hillcrest Academy North welcomed new students and created individualized schedules for each student to ensure their track to graduation. The guidance counselor worked with the administrators at Hillcrest Academy North in communicating with the administration and guidance counselors at Elizabeth Public Schools to transition students from EPS to both Hillcrest Academy North and South Campus. The guidance counselor has continued to meet with potential seniors in regard to creating post-secondary plans and goals.

On a daily basis, the social worker meets with multiple students on issues related to anxiety, school stress, concerns outside of school, sadness, and strengths they possess amongst other things. As always, the social worker runs eight classes per week on social emotional learning. Once again, this month they were time management, character strengths, and self-confidence. Additionally, students continue completing daily reflection forms twice a day. The social worker reviews these forms in a timely manner and follows up with students as needed.

Professional Development:

HAN 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 is facilitating our Advocate Program during PLC time once a week and has been successful with strengthening this program.



**Union County Educational Services Commission
Superintendent Report**

School/Department: Hillcrest Academy South	Report Date: 12/23/21
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Enrollment:	
Current Enrollment: 73	Intakes: TBA
Acceptances: 1	Disenrollments: 0
Emergency Drills:	
Drills: N/A (due to remote instruction)	Other: N/A (due to remote instruction)
Curriculum and Instruction:	
<p>Hillcrest Academy South Campus would like to Welcome Mr. John DiOrio as our new Safety and Security Monitor and Ms. Duarte will be returning on 1/3/22. We would like to acknowledge Ms. Clark, HAS's Paraprofessional, who assisted at Hillcrest North to substitute for the Spanish teacher vacancy. On Monday, 1/3/22, HAS joined Lamberts Mill Academy at our new, yet temporary home at 609 N. Ave. West in Westfield. The former Lord and Taylor building provides a large and secure educational environment for our students and staff. For many of our students, this is the first time they have been attending in person instruction since March of 2020. We would like to thank all parties involved for making this possible such as StreetWorks and their vendors, the Westfield Mayor, police, and fire departments, Union County, and the Department of Education officials. We also appreciate the Elizabeth School District's patience!</p> <p>During the month of December:</p> <p>Ms. Schulhafer, shared Guidance Counselor:</p> <p>During the month of December, Ms. Schulhafer continued to meet with each student to review their credits. Ms. Schulhafer also held weekly Senior Meetings to keep our senior students informed while virtual in regards to college deadlines, community service hours, and FAFSA. Ms. Schulhafer continues to monitor each student's credit retrieval courses and their progress. Ms. Schulhafer will continue to monitor student's academic and social emotional needs</p> <p>Ms. Gilchrist, Social Worker:</p> <p>In regular contact with all students in need whether it be academic or emotional. Ms. Gilchrist is currently recontacting students who have not participated at all in virtual classes as well as their parents or guardians. This includes but is not limited to translating, contacting students, meeting with students virtually and reviewing their academics. Ms. Gilchrist is currently running SEL groups twice daily during Success Seminar classes to ascertain where the students are academically and emotionally. She attends all regularly scheduled meetings and collaborates with the Guidance Counselor, Supervisor of Instruction, and Principal.</p> <p>Ms. Rubin, Nurse and Health Teacher:</p> <p>Ms. Rubin worked at Westlake School on November 29. Ms. Rubin is calling the absent students daily to keep track of Covid-19 related symptoms for reporting and contact tracing as well as to assist with questions about our</p>	

school policy regarding Covid-19 protocol. She is also providing the families with resources to get tested and vaccinated for Covid-19 in Union County. Each week, Ms. Rubin completes a survey of non-vaccinated staff members who need to be tested for Covid-19. Actual Covid-19 testing will begin for HAS staff once we have a building and resume in person instruction. Ms. Rubin helped some students who were having technology problems. In health class, Ms. Rubin and Mr. Barone are working together to teach the students the body systems. They finished teaching the Digestive System and they are starting the Circulatory and Cardiac systems next.

Mr. Barone, Health and Physical Education Teacher:

Health classes discussed a number of topics during December. First, students discussed numerous common winter illnesses such as the flu and bronchitis. Mr. Barone explained how someone may contract the virus, what some of the common symptoms are and how to treat it. Following the winter illnesses, students were introduced to a unit on Body Systems. The students learned about the skeletal system, muscular system, and cardiovascular system. Mr. Barone explained the primary function of each body system and also the importance of keeping them healthy.

Mr. Peter, shared Health and Physical Education Teacher:

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 continue to concentrate on the coronavirus pandemic. Students are being kept up to date with current trends and events that are affecting us all. We are constantly reviewing proper hand-washing techniques, proper face mask wearing, personal responsibility, how the virus is transmitted, and the social and emotional issues caused by the virus. Students are also being educated about the vaccines that are currently available and the multiple variants of the virus. We are also beginning to learn about the different body systems that help make us tick. Students have been studying the skeletal, muscular, and the cardiovascular systems to start the unit.

Ms. Picciano, shared Art Teacher:

Students learned and reviewed basic art concepts this month in preparation for returning to in person learning. Color theory was the first unit taught in the second marking period. There was a review of primary and secondary colors, tertiary, and complements. Students worked on completing an online color wheel and were able to organize colors into categories by dragging and dropping colors into the appropriate areas. Students learned how to use the wheel, separated warm from cool colors, found complements and inserted tertiary colors appropriately. Color schemes were also taught, and combinations were compared to logos, video games. Color use in nature was also explored, specifically, *aposematism*, or the use of color as a defense mechanism or warning to others. Hillcrest art class returned to learning about still life but this time, as a guide for learning composition for photography. Classes were focused on theme, angles, distance, and lighting. Assignments included finding composition, practice cropping, and taking pictures according to themes.

Ms. Wrzesinski, Social Studies Teacher:

Students in 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 continued their unit about growing colonial resentment. Students learned about Bacon's Rebellion, the Join or Die Movement, the French and Indian War and Excise Taxes. Students looked more in detail at the excise taxes with the Sugar Act, Quartering Act and the Townshend Acts. All of these coupled together proved the growing resentment of the British and officially sowed the seeds of liberty for colonists. Modern World History class started and continued with their British Industrial Revolution unit. Students learned about the shift from farming/ rural villages to large urban factory centers. Students also

learned about the effects of modernization within a country (positive and negative), factory conditions, living/working conditions, impact of industrialization on a family unit, labor union and the outcome of what modernization can do for a country. The Computer Science classes completed up to lesson 24 in their express course on code.org. Students learned how to create more complex code as opposed to basic concepts in levels 1-19. Students had to take what they learned in previous levels and elevate their creations. Their sprites are now able to answer questions and turn in unique directions (example: instead of walking up/down and left/right, they can now turn 45 degrees or 123 degrees if they wanted). The teacher and students work on levels together to fully understand the concepts and help each other.

Ms. Ferrari, Math Teacher:

Students have participated in School Spirit days every Friday. Some examples of School Spirit Days were Jeans for Troops, PJ Day, and Twin Day. Different modalities of instruction have been utilized to help enhance virtual learning. An example of a creative engagement activity was using Kami, which allows students to complete a math worksheet and type, write, draw, and add math equations. Other examples include using a stylus pen to model problems, and Codecogs was utilized to import rational equations into GoogleForms. Students completed GoogleForms which included multiple choice questions, mark all that apply questions and analytical long text questions on their assignments. The students were required to work on IXL Recommendations and Diagnostics for one full hour each week for the month of December. It was explained to the students how the teachers can view the time spent, the number of problems completed and quality of their work. Students have also worked on IXL Skills that are on the District's Consensus Map for Geometry and Algebra 1 respectively. A rubric was provided for students underlying clear expectations for student work in IXL. Algebra 1 students worked on coordinate planes, intercepts and linear equations, slope and rate of change, graphing using slope intercepts and graphing linear functions. Geometry students worked on conjectures, compound statements, counterexamples, conditionals and two column proofs.

Ms. Fernandez-Siejack, Math Teacher:

Students continued to work on their IXL Diagnostics to help better their scores and give them the practice they need on different skill sets. Algebra 2 was able to work on more of the fractional exponents, natural and log functions, and geometric sequences. They were able to graph said functions, identify the difference between an algebraic sequence and a geometric, and work on exponential growth and decay. Students also started Unit four with an introduction to polynomials. Consumer Math worked on budgeting and money management. They were able to learn how to balance a budget, adjust a budget to one's needs, and apply it to real world applications. Students also were able to work on mean, median, mode and range in order to identify outliers, especially in a scatter plot. Finally, students were able to work on supply and demand and how it affects their lives.

Ms. Arora, Science Teacher:

Forensic Science students are working on fire science and forensic anthropology. In this unit, they learned how fire can act as the main key factor in solving the mystery. In fire science they will learn what are the causes of fire and how they can save themselves and their family from this Life-Threatening hazard. This unit plays a very important role in their day today life too. They will also learn virtually how to use a fire extinguisher. In Forensic Anthropology they are learning the bones of the body, the differences between shape and strength of bones for boys and girls. They will watch a sample of Forensic Files videos of detectives who solved the mysteries by using bones of the body. In Environmental Science, students are learning about introduction to weather and climate and biogeochemical cycle. In the weather unit they learned all the parameters of weather and how to measure them. In the biogeochemical cycle they are learning nitrogen, carbon and water cycle. How nature maintains the right composition of gases in the atmosphere. They also understood what the consequences would be, if the balances of these gases were disturbed.

Mr. Mah-Essiet, Science Teacher: s

Students learned about the role of ribosomes in the synthesis of proteins, and the processing, modification, and transport of proteins to locations inside and outside the cell. The role of the chloroplast as a site for photosynthesis was also covered. Models were used to illustrate how photosynthesis transforms light energy into stored chemical energy, and how glucose is broken down in the cytosol and mitochondria (in cellular respiration) to produce energy in the form of ATP. Interactive online resources used came from ck12.org, study.com, explorelearning.com, wizer.me, cellsalive.com, biologydictionary.net, and quizizz.com. Assignments were posted in the Google Classroom and students were assessed on work done. In Forensics, different crime scene search patterns, handling and packaging of evidence, hair and fiber analysis, and crime investigation chain of custody were covered. Students learned in Google Classroom and reviewed interactive video clips and PowerPoint notes as well as online resources from study.com and quizizz.com were used.

Ms. Cioffi, English Teacher: Courses are continuing to work on skills and content from the English Unit 1 curriculum while on remote instruction. Lessons in December centered upon students using the skills they learned in November, such as identifying facts and opinions, evaluating the author's purpose and point of view, and applying them for argumentative writing. Students began learning about argumentative writing by reviewing the elements of a strong argument. First, students learned what a claim is, how to write claims, and how to identify claims in text. Lessons then used IXL for additional reinforcement and completed "Identify thesis statements/claims" activities on the program. Students then learned the second element of a strong argument, which is evidence. Students learned what evidence was, how to identify evidence and reinforced this skill by using IXL and completing activities, such as "Trace an Argument" on the program for additional practice. Each student's IXL assignment is differentiated for them by assigning students on the appropriate grade level for the activity based on the data from diagnostics on IXL. Students will continue learning the elements of a strong argument in the new year that will lead them to writing their own argumentative pieces.

Ms. Holden, English Teacher:

Students in classes continued to develop their technology skills as they learned remotely. Students enjoyed using the IXL, Flocabulary, and Quia programs as they worked on improving their language arts skills. Ms. Holden's classes studied the elements of an argument. Claims, counterclaims, and evidence were mastered as students explored topics such as the death penalty, euthanasia, standardized testing, and school uniforms. Ms. Holden continues to call home weekly to the special education students in addition to contacting general ed students who need additional encouragement to complete their assignments. All parents and students received a Holiday Greeting with an invitation to a Google Meet to discuss each student's progress.

Community Based Instruction and Special Events:

Community Service opportunities will begin once HAS returns to in person institution. Each month students who excel in academic and other areas are recognized for their efforts.

December's Overall Student of the Month: Anthony Piedrasanta; Citizenship: Khalil Valentine; Respect: Erika Jones; Perseverance: Kamori Bray, Johnny Gutierrez, Alaysia Negron, Luis Pereira, Anthony Piedrasanta, Kevin Popoca, Heavenlii Romero, Khalil Valentine; Perfect Attendance: Alexis Alvarado, David Barrera, Kenai Carandang, Jason Chumbiauca, Angelique Correa-Henderson, Samuel Estrada, Taje Flemings, Jaydin Freeman, Armando Fuljencio, Savannah Godoy, Luis Pereira, Miguel Valencia, Khalil Valentine; Outstanding Attendance: Joshua Acevedo, Lazaro Argueta, Dasani Marie Brown, Angel Cardona, Jhosel Ciudad, Destiny Colquit, Johnny Gutierrez, Fa'Asia Hall, Erika Jones, Alexander Lee-Horton, Kayla Mercedes, Alaysia Negron, Kevin Popoca, Heavenly Romero, Shadir Sims; Art, Ms. Picciano: Lazaro Argueta; English, Ms. Cioffi: David Barrera; English, Ms. Holden: Anthony Piedrasanta; Health, Mr. Barone: Dasani Marie Brown; Health, Mr. Peters: Destyne Baker; Health, Ms. Rubin: Alaysia Negron; Math, Ms. Fern: Taje Flemings; Math, Ms. Ferrari: Luna Herrera; Science, Ms. Arora: Kenai Carandang; Science, Mr. Mah-Essiet: Dasani Marie Brown; Social Studies, Mr. Murphy:

Alaysia Negron; Social Studies, Ms. Wrzesinski: Luna Herrera.

Professional Development:

Professional development is being planned for 2/7/21. Further information will be made available soon. The Professional Learning Communities and Department meetings continue to meet each Tuesday from 2:40-3:40 to share resources, review and modify curriculum, and work on strategies for engaging students while on remote education.



Union County Educational Services Commission Superintendent Report

School/Department: Lamberts Mill Academy	Report Date: December 2021
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Enrollment:

Current Enrollment: 33 LMA Campus: 24 New Point: 9 New Point at LMA: 3	Intakes: 3 Acceptances: 1 Disenrollments: 1
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Emergency Drills:

Fire Drill: 10/22/21	Other: IDA/Remote
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Curriculum and Instruction:

Social Studies:

Our World History students have been learning about slavery. This study has included the traditional view of African slaves to America, the business of slavery, the lifestyles that it afforded the slaves and the systems that existed to provide freedom such as the Underground Railroad. WE also looked at modern day slavery that looked at human trafficking, the use of children as laborers in foreign countries, indentured work and even the perspective of prison labor. For many of our students, these looks were eye openers. History of the Arts is looking at the art of Ancient Greece. We have also included the dramatic arts and have spent time learning about Greek Tragedies and Comedies. We looked at the formation of these styles, the presentation methods, and even the designs of the amphitheaters and costuming. E also traced the elements of these presentation styles to today's theater scene.

U.S. History I:

Students have been studying the development of governing systems for the new colonies. This has included the Mayflower Compact, Articles of Confederation, and the Constitution. We learned about the arduous task of reaching consensus among the Continental Congress and the roles of the early leaders including George Washington and John Adams. WE also saw the evolution of the right to vote - first starting with only landowners and then moving to a broader section of society, ultimately even including slaves and women. The Great War - World War I - was the topic of study for US History II. We looked at America's neutrality, Wilson's plans for peace and the League of Nations, the role of folks on the Homefront, and the ending of the war. We saw soldiers returning to home with a new and changed role - from no jobs to energy for a more fun life. We also saw this exuberance change sadly to a massive time of depression as the economy collapsed leaving men without savings or property.

Mathematics:

Students taking Consumer Mathematics have continued to work with their own personal budget systems. Discussions on different strategies of how to save money, and how to correct an 'overbudget' spending period we're discussed and debated. Students learned about the 'envelope system' and the pros/cons of using cash for everyday purchases. Students spent time watching short clips of financial literacy strategies from Dave Ramsey and discussed if these methods can be easily implemented with their current situation. Finally, students in Consumer Mathematics discussed the Holiday Season and how it can affect an individual's bank account and

wallet. Students listened to an educational podcast on ways to save money over the Holiday Season, and discussed which strategies they would use, and what strategies they wouldn't use.

Students taking Geometry class have continued to work with triangles, although this month spent time on triangle congruence. Students used the projected whiteboard in order to measure angles to determine what type of triangle to classify them. Students learned about equilateral, isosceles, and scalene triangles, and how they differ based on interior angle measure, and size of sides. Students applied knowledge, and theories known about the triangles in order to correctly classify them in various different configurations.

Finally, students in Algebra classes have been learning about the various different types of power rules with regards to bases, and exponents. Students learned the basic principles of exponent powers, and how to simplify larger, more complex problems. Learning about the properties related to multiplication, division, power to power, and negative exponents are the skills students learned, and practiced with in order to simplify complex expressions. This was primarily used by peer modelling as students used the whiteboard, and the projected problems to 'teach' their peers in the classroom with positive results.

English:

Students have been winding down our Argumentative Writing/ Close Reading Unit by giving over speeches in collaboration with their History class. Students researched prominent Historical figures and argued why their leader was the best through an oral presentation. We continue to reflect upon the RACER acronym as we write throughout the class, as well as in multiple subject areas within our building. We continue to develop our writings through writing prompts and peer critiques. Students have begun to incorporate vocabulary development as part of their texts to bring depth to their writings. We have continued reinforcing these skills by completing IXL assignments and diagnostic questions to help track their progress.

Spanish:

This month students are working on unit II "*La Vida Escolar*" in Spanish class. Students distinguished the similarities and differences between the patterns of celebrations of the target culture related to activities, holidays, and celebrations of the local culture in different Spanish countries. This unit fits precisely in the social studies component of high school standards, where students are exposed to different experiences, traditions, and lifestyles of other people around the world with "*Las Posadas*". Students are able to demonstrate an understanding of the relationship between practices of the culture studied. For instance, students have multiple opportunities to compare and contrast "*La Posadas*", which is one of the oldest traditions celebrated in Spain and Mexico, dating back since the rule of the Aztec Empire and "*Navidad (Christmas)*". Students discuss "*Posadas*" and learn about it since it addresses multiculturalism, helping students develop a sense of diversity and respect for other cultures. Then, as an assessment students will write and illustrate their own version of the "*Posadas and Navidad*". Students will be required to write and create a Power-point or poster, provide input and feedback, ask questions, and contribute to class presentations and discussions.

Physical Education/Health:

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

Health:

We continue to concentrate on the coronavirus pandemic. Students are being kept up to date with current trends and events that are affecting us all. We are constantly reviewing proper hand-washing techniques, proper face mask wearing, personal responsibility, how the virus is transmitted, and the social and emotional issues caused by the virus. Students are also being educated about the vaccines that are currently available and the multiple variants of the virus. We are also beginning to learn about the different body systems that help make us tick. Students have been studying the skeletal, muscular, and the cardiovascular systems to start the unit.

Clinical Department:

During the month of December our students have engaged in discussion on culture and diversity, current events regarding this topic and how it is impacting their lives. The students demonstrated maturity and the ability to engage in age-appropriate discussions, while showing respect and sensitivity to others in their class. We celebrated our cultural diversity in our classes and shared various traditions and annual events from individual cultures. Within our groups we engaged in discussions and fun activities that the students easily took part in, while increasing their understanding of cultural diversity. We wrapped up the month by showing the movie Hidden Figures and ended with discussion questions once the movie was complete. Lastly, we identified healthy ways to spend our time during the much-anticipated holiday break!

New Point Specialty

Enrollment as of December 2021: 7 Students

Students from New Point attending LMA- 3 Students

History:

In History, students have been learning about the Revolutionary War. Students have covered why the American Colonies fought for independence from Great Britain. They also learned why the American colonists were unfairly taxed and did not have the representation they deserved. CNN 10 is viewed, and facts are written on our Do Now daily template as it relates to class.

Math:

In Math students have been using IXL to assess student learning and supplement their classwork. In class, students will fully understand how to interpret and compute all rational numbers. In class we have covered how to add, subtract, multiply, and divide all decimals and fractions, as well as represent percents. They compute both positive and negative numbers using all four basic operations and interpret the meaning of absolute value.

English:

Ms. Barb and students have recently completed a unit on Washington Irving as well as Charles Dickens. We are currently covering the elements, components, and terms relating to these two authors, their lives and works. US states and their capitals are constantly reviewed for spelling and location. Ms. Barb used IXL in class to assess students' learning. Current Events are written twice a week and critiqued for understanding, comprehension, writing, and grammar errors. Vocabulary is distributed weekly, and homework is assigned daily according to the weekly schedule. Writing prompts are written daily in our Do Now morning routine.

Science:

Students are participating in and continuing with Ms. Barb's Global Warming unit and how it affects our environment. Topography was discussed to include oceans, lakes, rivers, and estuaries. Sea and river grasses, mollusks, and other sea life were discussed and their importance. Atmospheric conditions, water cycle, and global warming trends are consistently discussed and reviewed. CNN 10 is viewed, and facts are written on our Do Now daily template as it relates to class. Map skills are consistently reviewed.

Community Based Instruction and Special Events:
Professional Development:



**Union County Educational Services Commission
Superintendent Report**

School/Department: Nonpublic Services	Report Date: January 4, 2022
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Enrollment:

Current Enrollment as of December 23, 2021:

Total Comp Ed Services: 1030	Acceptances: N/A
Total Supplemental Instruction Services: 483	Intakes: N/A
Total Speech Services: 173	Disenrollments: N/A

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

- The Nonpublic Services Department processed approximately \$2,000,000.00 in orders for the Emergency Assistance to Nonpublic Schools program (EANS).
- 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.
- Nonpublic School Textbook, Security and Technology orders continue to be reviewed and processed.
- The Nonpublic Nurses continue to assist in maintaining student health records (A-45) and completing specific screens for students' grades k-12.

Community Based Instruction and Special Events:

- We continue to monitor the nonpublic schools our staff are assigned, to ensure that each nonpublic school is adhering to the health and safety guidelines as outlined by the NJDOE in *The Road Forward*. For example, if a school refuses to enforce masking mandates, our staff will be reassigned to another nonpublic school.

Professional Development

Nonpublic staff continue to complete GCN training and shared activities related to the PLC book, *I Wish My Teacher Knew*, by Kyle Schwartz.



Union County Educational Services Commission Superintendent Report

School/Department: Technology	Report Date: January 2021
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Enrollment:	
N/A	
Emergency Drills:	
Fire Drill:	Other:
Curriculum and Instruction:	
<ul style="list-style-type: none"> - 1571 audit, reporting, mapping, repair, vendor and contractor collaboration - L&T IT infrastructure build - Chromebook and iPad asset management project - Asset Management - VoIP replacement planning - Alyssa Law planning for new sites - Peripheral (projectors, wireless adapters, phones) procurement for L&T - Transfer of Verizon internet service from 1571 to L&T - Phone administration for LMA, HAS - GoGuardian realignment for LMA Chromebook filtering issue. - Printer delivery for Westlake, LMA, HAS - ECF administration - 	
Community Based Instruction and Special Events:	
Professional Development:	



**Union County Educational Services Commission
Superintendent Report**

School/Department: Transportation	Report Date: January 12, 2021
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Enrollment:	
N/A	
Emergency Drills:	
Fire Drill: N/A	Other: N/A
Curriculum and Instruction:	
<p>The estimate of total yearly transportation costs was mailed to all participating districts on December 15, 2021. This report is needed by the districts for budget planning and preparation and is mailed every few months. Costs fluctuate due to student additions and deletions and interim reports give participating districts a more accurate “snapshot” of their total annual costs. A similar report is also prepared for the contractors who work for the Commission.</p> <p>The winter season has now begun, and the inclement weather notification system is in place for any upcoming inclement weather delays or closings.</p> <p>The Department’s revenue statement is used as a measure of the amount of business conducted by the Department as compared to the same time last year. The statement shows that compared to last year, we have a significant increase in revenue due to a significant increase in the quoted and bid contracted daily rates.</p>	
Community Based Instruction and Special Events:	
Professional Development	



**Union County Educational Services Commission
Superintendent Report**

School/Department: Westlake School	Report Date: December 28, 2021
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Enrollment:

Current Enrollment: 53 Acceptances: 1	Intakes: 4 Disenrollments: 0
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Emergency Drills:

Fire Drill: December 21, 2021	Other Bomb Threat Phone Call: December 15, 2021
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Curriculum and Instruction:

Mr. Carten's Class:

Students continue to do very well in their academic and vocational classes at Holy Spirit. In the subject of Math, Group A Students are working on Triple digit addition/ money skills. Group B students are working on money skills. In the subject of Social Studies, the students have started a new chapter, they are covering a unit on the holiday of Hanukkah and Christmas. How each holiday is celebrated around the world. The students are very excited to start a science unit discussing the Muscular system, they are reaching different muscular groups. In the area of Language Arts, students have been exploring the writing process working on sentence structure. Students are continuing to read "The Mystery of Craven Manor: by Joy Woodhams. Vocationally students are working each day to prepare breakfast for the entire school. They are working on skills that can be transferred into real life workshops or small restaurants. Students must learn to follow directions, work with other students to complete a very complex task. In food prep, students followed a recipe to make latkes in celebration of Hanukkah. In celebration of Christmas, students made Christmas sugar cookies.

Mrs. Convery's Class:

This month we have studied the holidays of Hanukkah, Christmas, and Kwanzaa. We explored the historical events celebrated during Hanukkah and watched pertinent videos explaining the holiday as well as listening to silly versions of the dreidel song. Our study of Christmas centered on how it is celebrated in other countries around the world, particularly Mexico and Australia. It was fun to discover that Christmas is celebrated in the summer in Australia, just as students are getting out of school for summer vacation, Santa can be found on the beach and his sleigh is pulled by kangaroos. In Math class, we have continued to study various money skills such as identifying coins and their values, counting coin combinations as well as combinations of coins and bills. Several students in class have also worked on their multiplication skills. They have committed the 2,3,4,5 and 10 times tables to memory and will begin the 6 times tables after break. We have also read graphs and tally charts this month. The Scholastic magazine series has been utilized in class. This month, we learned about the steps the Macy's Thanksgiving Day balloons go through from idea to reality, as well as a story about the rescue of Rocky the owl who was found in the Rockefeller Center Christmas tree last year. This story led to a more in-depth study of the more than 200 species of owls in the world.

Mrs. Fernandez's Class:

In Math, students practice using money in naturally occurring situations (i.e., money ID, counting, addition, subtraction, using a register, and accounting). Individually, students have continued to work on their specific programs such as: 1:1 correspondence, touch math, money skills, matching, and sorting.

In Language Arts, students have been completing holiday themed sequencing activities and following directions and continue to work on their specific programs which include, identifying community safety signs, utilizing the Edmark reading program, sight word recognition, and identifying emotions and actions. In Science, we have been having fun with holiday themed materials exploring different materials and substances and how they react in our environment. Students completed experiments to see what substances melt ice and candy canes better and how they react together. Students explore the properties of salt and use it to create a snow effect on their art project.

In History, we have been studying different holidays and cultures around the world and comparing our cultures and traditions. Students are each presenting their own holiday traditions project for the class. The dance team has been working on a holiday number to perform. The students have been creating their own choreography this year and they enjoy seeing their dance moves come together as well as making corrections to their work during the building process. Students meet weekly to create and practice the choreography. Students on the dance team enjoy working as a team and performing for their friends.

Mrs. Pajewski's Class:

This month, we have relocated our classroom to the first floor. The students did a great job of helping to move our materials. We have also welcomed 3 students to our classroom. Each morning students participate in a morning meeting which reviews calendar, reading/language, writing and math skills. In Math, the students are separated into small groups according to ability. JM and AG are currently working on higher level skills (addition, subtraction, multiplication,) The other students are working on basic skills of (counting, sorting, classifying and number identification). JA seems to be a mix of both groups. Together, we have focused on tally marks/graphing and identifying/counting money. In Reading, we have read short stories from TpT worksheets together. AG and JM are focusing on comprehension skills (Edmark level 2 and Reading for Comprehension series) WA & GR have been introduced to Edmark Functional word series. CV and JA are being assessed on Edmark level 1. Social Studies topics have focused on fall holidays and Scholastic magazine. Our magazine topics have included Squirrels (animal hooves), Wants & Needs, Kids can Give (gifts can be time, talents,) For science we have been using Mystery Science. Our most recent topic has been Plants and Animals. Students have participated in listening to stories, watching videos (with our guide Doug) experiments and worksheets. Student behaviors are at a minimum as of now.

Mrs. Palmer's Class:

Students have made chocolate pops, pretzels, Oreos, and boxes. They have also made pillows to sell at the Commission on Dec. 20. The students were very excited about the sale and to be able to go visit the Commission offices to sell their holiday items. We also had a visit from Gary, the owner of Candy Land Crafts in Raritan. He dropped off vocational work for our students to complete and sold some of our candy at the Raritan Street Fair on Dec. 11. The store sold all our candy! They like the packaging our students do. They sent more work for us to complete. During food preparation class, the students have prepared potato pancakes, pancakes, microwave eggs, and BLT wraps. Mr. Carten's class cooks with us in the cafeteria on separate tables. In science class the students have been studying about the digestive system. During Reading, the students are reading The Call to the Principal's Office. The students are continuing to engage work their assignments.

Ms. Porchetta's Class:

The staff and students in our class are looking forward to the many holiday activities at Westlake. We have been practicing for the sing-along and can't wait to celebrate with everyone. In Reading, we listened to the folktale The Mitten written by Jan Brett. Sequencing and looking for the signs of Winter were the focus. In Math, we are focusing on community trips and shopping. This has given us the opportunity to work on students' money skills. We have already visited Whole Foods and The Krispy Kreme Doughnut Shop. Thank you to Mrs. Shaw who shared a vocational activity for filling doughnut orders. It was a perfect follow up activity. In Science, we learned about the properties of materials and their purposes. Each student took an object and explored its characteristics. Some examples were flexible, stretchy, absorbent, strong etc. In Social Studies, we continue to learn about respect. This was reinforced while learning about Holiday Celebrations around the World. We discussed what we all have the same such as friends and family and how they are different as well.

Mrs. Robles's Class:

Our class has been very busy getting into the holiday spirit. The students have continued exploring shapes by making snowmen using various shapes. They have also made gnomes and trees using triangles and cows using circles. The students are also identifying shapes and matching the shape to a three-dimensional object (a circle is matched to a can; a rectangle is matched to an egg carton). The students continue to work on fine motor skills using scissors to cut out various shapes and they have worked on their pincer grip scrunching tissue paper to make snow for winter trees. The class enjoys music with Mr. Patrick, and they have been practicing songs for our holiday sing along. In Language Arts, the class has continued to work on familiar food items such as produce, grocery items and breakfast and lunch foods. The students are also working on positional words such as on top of, inside of, next to and behind. They practice these concepts using blocks and cans and moving a small bear to demonstrate a position.

Mrs. Shaw's Class:

In Reading / Language Art, the students focused on how to identify the main idea and key details in various short stories. The students also worked on how to compare two characters using Venn Diagram. In Math, the students focused on learning money concepts. The students worked on how to count bills and coins using the Touch Money Strategy. Using Restaurant Menu Math lessons, the students were able to increase their independence by using operations & various strategies to solve real-world money math problems. In Social Studies, the students learned about the history and the origin of Hanukkah and Christmas. The students also listened and read the News2You article about Operation Santa Paws and made braided T-Shirt Dog Toys to donate to the animal shelters. The students were able to sell some toys to our school staff as Christmas gifts for their pets. In Science, the students focused on the pumpkin theme. The students learned various facts about pumpkins such as why pumpkins are orange and why pumpkins are so popular every fall. The students also learned about the life cycle of a pumpkin.

Vocational Class:

This month, Mrs. Swisher completed a Work Based Learning Program (formerly called Structured Learning Experience) supervision courses through Rutgers online. She has started implementing many of the strategies taught and will continue to expand our program. Using our Success at Work curriculum, students have participated in lessons regarding looking for and applying for a job. Focus was placed on understanding their interests and abilities to look for something appropriate. Students completed a "Know Yourself" questionnaire to learn a little more about themselves. Questions included - Do you like working with others or alone? Do you like to work inside or outside? We then used these answers to talk about jobs that may interest them. We also played a Jeopardy style game to talk about various jobs. Mrs. Swisher assisted with several classrooms this month. It was a great opportunity to see students beyond the vocational sessions. She was able to suggest and implement activities for the classroom teachers for use in the future.

Mrs. Caputo – Art:

This month, Westlake students have been continuing their study of art around the world through the lessons in the Global Art Passport Curriculum. Students "traveled" to England and made London-inspired rainy-day cityscapes. They included iconic architecture such as Big Ben, The Parliament Building, the London Eye, red telephone booths, and the famous red double-decker buses. Students also used a well-known English dish, Fish and Chips, to inspire another work of art. They used scratch art foam print boards to make their fish. They etched designs, printed, cut them out and glued them onto a dish covered in newspaper and "chips" or French fries. They used cutting, tearing, gluing, and collage skills. Lastly, students made sleigh bells to celebrate the holiday season. Students painted snowy pine tree branches on colored paper first. They made sleigh bells by tracing, drawing, and cutting. They added a sense of depth to the pictures through value on each sleigh bell. They used oil pastels to add highlights and shadows. Finally, they glued it all together for a finished work of art.

Mr. Shanfield – Physical Education & Health:

December or any month for that matter can make us stressed especially when there are some many stressors of the Holidays. During the December month, Mr. Shanfield decided to alter my plans during my Health and PE classes and really focused on the students and staff Social Emotional Learning. The students and staff engage in many physical, mental, and emotional exercises. Some of the physical exercises include stepper and chair exercises to help relieve the physical stress on the body and to help us keep focused on the importance of keeping our most precious muscle active, the heart! Next, we worked on the Social Emotional part through various types of

stretching, yoga, and Guided Meditation. It is something that is going to be infused in our Health and PE classes on a more regular basis. We also continue to work on activities that include cooperative games, recreation, and leisure activities that the students started to work on in October and November. All these activities teach the students to work together, work as individuals, develop and enhance their sportsmanship skills and/or learn to take turns and be patient. Watching the students engage in these activities and see them cognitively and physically grow is rewarding for all involved!!

Health:

During Health Class, the students finished up working on “Good Sportsmanship”, “Respect”, and “Emotions” from October and November. These three concepts have been intertwined in all the lessons. The lessons tie in sports and how it relates to life skills and reality. The students are given examples and can show and demonstrate their own emotions and feelings in various functional life situations. We continue to have the students say the Pledge of Allegiance to the school in the morning. On Fridays, Lauren Fernandez and her class set up and continue to have us do weekly shout outs to the school students and staff. Mr. Fitzgerald and Mr. Shanfield hang up the American Flag on the pole outside the school. In the coming months, we will be restarting our Boy Scout Troop 1571. We are now in the process of having the four scout leaders including myself get all their paperwork together.

Behavior Department:

This month, the behaviorists have worn multiple hats filling in for teachers and 1:1 paraprofessional as needed, due to absences (& the Covid pandemic). On a positive note, this has allowed for some 1:1 instruction time that may not otherwise be readily available. RBT Jen has been collecting data sheets and input as time allows. Crisis support as well as additional assistance/strategy implementation has continued to be needed for several students this month. Additionally, the Behavior Intervention Plan has been updated for a student who had annual IEPs this month. This month has continued with intake visits, in which the behaviorists participated. A two-day trial for student a potential new student also occurred, in which behaviorist DS worked with him throughout both days. He has been accepted to Westlake and will begin attending in January. Safety-Care training for the behavior department continued this month, with BCBA CG and RBT JP attending a 4 and 4 ½ day initial trainer training. BCBA DS is to meet virtually with Carrie Dattilo and Crossroads Safety-Care representative DC to plan the remainder of S-C staff trainings for this school year. Upcoming Safety-Care to-do list includes inputting all staff updates in both the Commission records as well as on QBS website. Parent contacts, via remote, in-person and via phone continued this month. In addition, information was written up and shared with the doctor to express recent behavioral changes observed in school for a student with individual needs. A phone conference with the parent of WL and his teacher were also held, to discuss strategies to address elopement and inappropriate language, and the consistency between home and school strategies.

Occupational Therapy:

It's the greatest time of the year! This December, the OT department has been busy with our Westlake students working on their IEP goals as we continue to collaborate with the teachers to work on school and functional life skills. In the past few weeks, Westlake has gained some new students therefore we have adjusted our schedules and assessing/building therapeutic rapport with those new to our school. We have also placed another order for therapy materials which will hopefully arrive prior to or in the beginning of the new year. Since it is the holiday season, we are having students help prepare for our Westlake holiday events by participating in activities that require ADL, fine motor, visual perceptual, etc. skills. (i.e.. baking, tying goodie bags). Since recent staff observations have been completed, we are reflecting on our professional skills and communicating with our administrators to make sure we are providing the best therapy services.

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. We have been working to address our students' goals through thematic activities. Jessica is working with many of her students to follow 1-2 step directions with basic concepts using Christmas-themed activities. Jessica and Kristen have also attended speech and language evaluations for our students who are being reevaluated or evaluated for an AAC system. 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! Ian S.

is doing an excellent job following directions to retrieve items around the classroom for functional activities.

Community Based Instruction and Special Events:

The week of December 20, 2021, Westlake had many holiday activities to enjoy. The Holiday Sing along with students, staff and Mr. Patrick brought us back to our yearly tradition and students were so thrilled to be part of it. We had a door decorating contest, won by Mrs. Pajewski's class who received an ice cream party for their brilliantly painted poinsettia flowers by students and gift wrapping on their door. Students enjoyed a virtual dance party, a pizza lunch and presents delivered by Santa. Holy Spirit Parishioners, CCD teacher, Cathy Drake and Father Kris provided donations of wish list gift items to all students. They went above and beyond for each student giving multiple gifts to our students. Claudine Tantillo, Principal and Robert Peneno, Supervisor of Instruction provided letters of thanks to all for their donations and holiday wishes for the students. It was so appreciated.

Professional Development:

Professional Development:

Safety Care – Re-Certification

GCN – Substance Abuse and Asthma



**Union County Educational Services Commission
Superintendent Report**

School/Department: Work Readiness Academy	Report Date: January 5, 2022
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Enrollment:

Current Enrollment: 21 (includes WRA & Project SEARCH) Acceptances: 0	Intakes: 1 Disenrollments: 0
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Emergency Drills:

Fire Drill: 12/14/21	Other (Specify Type): Lockdown 12/21/21
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Curriculum and Instruction:

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

WRA Program

- This month students continued full participation in community-based Work-Learning Experiences (WBLEs).
- We are working with more than 10 community business partners this Fall including Children’s Specialized Hospital, Barnes & Noble Booksellers, Bob’s Stores, the Classic Cafe at Summit Medical Group, Walgreens, the Hilton-Newark Airport, Breadsmith, Sweet & Fancy Emporium, and Best Buy.
- Students are participating in WBLEs 3 or 4 days per week from 10am to 12:30pm.
- Instructional highlights this month included:
 - Students worked hard in their School-Based Business class this month to sell chocolate covered pretzels for the holidays. The students were responsible for creating a budget, shopping for the ingredients, establishing a price point, marketing the product to customers, collecting orders, making the pretzels, and delivering orders. In all the students sold more than 150 pretzels as part of this program fundraiser.
 - Students learned how to create personal budgets for income and living expenses.
 - Students learned how to use “I Messages” to help with conflict resolution.
 - Students learned about stress and coping strategies for managing stress while at work.

Project SEARCH

- The students completed their first internship rotation this month. They finished the month by participating in a Workshop Week where they spent time learning how to independently wash and dry clothes using a public laundromat. The second internship rotation was tentatively scheduled to begin the first week in January. All students will rotate to a new experience.
- Instructional highlights this month included:
 - Students learned the difference between Wants and Needs.
 - Students chose a life skill (managing bills and budgeting, cooking, laundry and ironing, making a doctor’s appointment, filling out job applications, basic first aid, how to change a tire) that they wanted to learn more about. They researched the skill and then created a Google Slides presentation in order to teach the skill to their classmates.

Community Based Instruction and Special Events:

- This month the WRA students participated in a Community-Based Instruction Trip to the Menlo Park Mall in Edison.
- This month the Project SEARCH students participated in a Community-Based Instruction Trip to downtown Summit for a pizza lunch to celebrate the end of their first internship rotation.
- Monthly SEL Theme: Self-Management; students learned that self-management is the ability to not only identify, but also regulate emotions, thoughts, and actions.
- This month the program offered parents the chance to attend a virtual information session about Guardianship and Supported Decision-Making.

Professional Development:

All certified staff completed mandated district training on Communicable Diseases.