



**Union County Educational Services Commission
Superintendent Report**

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| School/Department: Crossroads School | Report Date: November 24, 2021 |
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| Enrollment: | |
| Current Enrollment: 43 | Intake: |
| Acceptances: | Disenrollments: |
| Emergency Drills: | |
| Fire Drill: 11/19/21 | Other (Specify Type): Lockdown – 11/14/21 |
| Curriculum and Instruction: | |
| <p>Allison Gebler: The thematic unit focused on seasonal changes, Veterans Day and Thanksgiving through Daily Living, Social Studies, ELA, and Math.</p> <p>Room 103’s Star Student, Lyla, is excelling in her acquisition of appropriate social play skills, manding, and intraverbal skills! She has rapidly mastered multiple IEP objectives since June. Lyla now vocalizes the names of 13 Crossroads Staff, to gain their attention and communicate in some way (labeling, greeting, manding to, intraverbals). Upon her start in Room 103, September 2020, Lyla was only addressing 1/13 adults by name. Lyla has learned the names of 9 peers during that time. Most importantly, she has demonstrated recognition of her peers’ likes and dislikes via full sentence tacts, purposeful manding to and engagement of others in preferred activities. It’s been an absolute pleasure for all the 103 team to witness her social development.</p> <p>We also learned about Veteran’s Day through readings, crafts, and technology. Students learned that the United States of America has five military branches. For their craft, students were given an option to make one of our five soldiers that have served either in the Army, Navy, Air Force, Marines, or Coast Guard. Students were introduced to some of the symbols, songs, and pledge that represent our country. Next week we will be learning about Thanksgiving by exploring the rich historical and cultural aspects of this American holiday through activities, crafts, and books.</p> | |
| <p>Christina Witte: Students participated in pre-vocational and daily life skills by utilizing their creativity and innovation. This is a direct testament to their passion and genuine love for our students and their overall educational experience. In lieu of community based instruction, we turned our classroom into a supermarket for some lessons. After receiving a lot of grocery items from ShopRite, we arranged them all around our classrooms (similarly to a regular store) and then took turns finding items using a picture or a written shopping list, depending on the individual students. Tanzi A, of Rahway Public Schools and Lubna H., from Springfield Public Schools, stood out particularly and were able to quickly find all the items on their own. Students also took turns with the cash register, checking out and bagging the items that were collected by the other students. This was a really nice experience for our class and students worked hard, not only learning to follow the picture shopping list, but also accepting that they could not open different snack foods, or how to gently place items into the shopping cart without breaking things.</p> | |
| Community Based Instruction and Special Events: | |
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| Professional Development: | |
| Crossroads Staff participated in professional learning opportunities during extended learning time throughout the month of November. | |



**Union County Educational Services Commission
Superintendent Report**

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| School/Department: Hillcrest Academy North | Report Date: November 24, 2021 |
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| Enrollment: | |
| Current Enrollment: 84 Acceptances: 3 | Intakes: 3 Disenrollments: 0 |
| Emergency Drills: | |
| Fire Drill: 11/10/21 | Other: Lockdown Drill: 11/10/21 |

Curriculum and Instruction:

US I History students have learned about what life was like for early settlers and how interactions with Native Americans impacted colonial life. Students have continued to build upon their knowledge and use of primary sources to answer analysis questions and further their understanding of historical life. Economics students completed a “Create Your Own Economy” Project that allowed students to decide what kind of economic system they would use if they were president. Students completed the project using Claim, Evidence, Analysis writing style to express their opinions about economic systems and the role government should play in the economy.

Algebra II students are working on graphing systems of equations. After reviewing the slope intercept form of an equation, they are applying their skills to real world problems. The IXL program presents many scenarios and students can work individually or as part of the “Group Jam.” Geometry students are also using IXL and the “Group Jam” has been beneficial on the more difficult concepts. Students have responded well to reaching their goals at their own pace. They are identifying pairs of angles formed by parallel lines and finding their measures. In Consumer Math, students have begun to use spreadsheets to calculate and graph percentages. They have improved their mental math skills involving percents and applied it to real world situations.

In English, students are starting each class answering critical thinking questions. Students learned about Media Literacy: what it is, what are the core questions, and what are the core concepts. They learned the history of the media and also who controls it. In Creative Writing, students are starting each class answering creative questions. Students continued learning about the writing process and started revising their “food description” passage. Students also used Khan Academy for grammar review- this month they reviewed verbs.

Community Based Instruction and Special Events:

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. She also spent a lot of time discussing issues related to grades with multiple students -- and identified specific end of marking period plans with each of them. As always, the social worker runs eight classes per week on social emotional learning. 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.

This month the school counselor met with the seniors to review their individual graduation requirements and plans. They discussed the importance of attending class regularly and participating as well as working on their credit retrieval daily and beginning to develop post-secondary plans. The guidance counselor will continue to monitor all of the student's grades and credit retrieval progress and meet with the students to discuss any concerns.

Our first HAN Field Day was a great success filled with games, events, and great interaction between students and staff members. The goal was to encourage students to compete, have some fun, and socialize without any technology.

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. Also, Ms. Schulhafer met with the staff during faculty meetings to go over grading for the end of the marking period and reviewed how to input and finalize grades in both our UCESC PowerSchool and Elizabeth's PowerSchool.



**Union County Educational Services Commission
Superintendent Report**

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|---|---------------------------------------|
| School/Department: Hillcrest Academy South | Report Date: November 24, 2021 |
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| Enrollment: | |
| Current Enrollment: 74 | Intakes: TBA |
| Acceptances: 1 (not included in enrollment due to start date based on entry date in new temporary school) | Disenrollments: 4 (3 dropped out of school and one moved out of state) |
| 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. Neil Murphy. He is the new Social Studies leave replacement teacher through December 2021.</p> <p>Ms. Gilchrist: HAS's Social Worker, was in regular contact with all students that were in need whether it be academic or emotional. Ms. Gilchrist contacted the students who have not participated in virtual classes as well as their parents or guardians. The Social Worker continued to support staff and administration in a variety of functions that included but was not limited to translating, contacting students, meeting with students virtually, reviewing their academics, and assessing their emotional needs. Additionally, she continued to track and counsel students with substance abuse violations. Ms. Gilchrist met with the Supervisor of Instruction to plan and develop the SEL groups. The Social Worker posted food distribution information and scholarship opportunities in the Social Worker/Guidance Counselor Google Classroom.</p> <p>Ms. Schulhafer: Our shared Guidance Counselor with Hillcrest North, met with the seniors to review their individual graduation requirements and plans. They discussed the importance of attending class regularly and participating as well as working on their credit retrieval daily and beginning to develop post-secondary plans. Ms. Schulhafer met with the staff during faculty meetings to go over grading for the end of the marking period and reviewed how to input and finalize grades in both our UCESC PowerSchool and Elizabeth's PowerSchool. The Guidance Counselor will continue to monitor all of the student's grades and credit retrieval progress and meet with the students to discuss any concerns.</p> <p>Ms. Rubin: Our Nurse and Health teacher, continued to contact pediatricians and families to update the health files for each student. Ms. Rubin attended the first Safety and Security meeting for this year. Ms. Rubin called the absent students daily to keep track of Covid-19 related symptoms for reporting and contact tracing. The Nurse has been calling families to assist with questions about our school policy regarding Covid-19 protocol. 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. In Health class, Ms. Rubin and Mr. Barone worked together to teach the students current health information regarding Covid-19. This month the students learned how to manage stress due to the pandemic and remain healthy in these challenging times.</p> | |

Mr. Barone:

The students in his Health classes discussed a number of topics that included how the COVID-19 Pandemic had a major impact on individuals mental health. Mr. Barone explained that many people had increased levels of stress and anxiety due to the state of the pandemic. In addition, numerous strategies were discussed about how to cope with stress and anxiety that can be started right away.

Mr. Peters - Health:

Students were still provided an opportunity to exercise through the use of the internet. Students were provided multiple avenues to participate in activities in order to increase strength, increase flexibility, and take part in cardiovascular exercises. Students would participate in workouts such as yoga, Pilates, meditation, cardiovascular, strength, and flexibility. All workouts were between five and 15 minutes in length and students answered a self-assessment at the end to score their efforts. In Health, classes concentrated on the coronavirus pandemic that has swept the globe. Students discussed current trends and events that affect everyone. Classes also discussed 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 were educated about the vaccines that were currently available and the multiple variants of the virus.

Ms. Arora:

In Forensic Science classes, students worked on Impressive Evidence and Fire Science. In this unit, they learned how Impressive Evidence can act as the main key factor in solving a mystery. In Fire Science the students reviewed 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 daily life such as learning how to virtually use a fire extinguisher. Students viewed forensic file videos of detectives who solved the mysteries by using Impressive Evidence. In Environmental Science, students learned about environmental problems like acid rain, Global warming, Greenhouse Effect, ozone depletion, and introduction to weather and climate. In this unit, they are getting knowledge of these big problems and methods to resolve these issues. Consequences of the planet's actions were discussed with possible outcomes.

Mr. Mah-Essiet:

Biology students utilized interactive cell models to analyze and summarize the structures and functions of prokaryotic and eukaryotic cells. Students were able to assess how cell structures were related to their functions. Venn diagrams were used to compare and contrast the structures and functions of prokaryotic and eukaryotic cells. Interactive video clips and PowerPoint presentations were utilized to analyze the structure and function of the plasma membrane. The chemical nature of the phospholipid building blocks of the membrane was analyzed. Students were able to justify the polarity of the hydrophilic heads and the non-polarity of hydrophobic tails. Students analyzed the chemical composition of the phospholipid bilayer, semi-permeability of the plasma membrane, and the fluid-mosaic model. In the Forensics science class, the composition of a crime scene investigation team was discussed. Different types of evidence collected in crime scene investigation were explored and analyzed. Locard's exchange principle and examples of its application in a crime scene were also analyzed.

Ms. Fernandez-Siejack:

Math students continued to work well with Google Classroom and IXL while on remote instruction. Students in Algebra II were able to complete solving a system of equations by elimination. Students learned how to multiply an equation by a negative number in order to create opposite signs before eliminating and how to multiply an equation by a constant in order to create an LCM before eliminating. Students then began their lessons on Exponents starting with a review of the product, power, and quotient rules (including negative and zero exponents). The students were able to simplify more complex expressions with exponents. From there students completed fractional exponents, natural and log functions, and geometric sequences. In Commercial Math,

students were able to identify and calculate simple and compound interests in both years and months. They reviewed depreciation (which is the converse of compound interests) and how it applies to the values of properties and purchases like cars. Finally, students were able to take their previous knowledge of percents and were able to apply it to find the tax and tip of items being purchased. They were able to calculate how much to spend while shopping and to include making money and lending money (in small amounts).

Ms. Ferrari:

Parents of Ms. Ferrari's math classes were contacted about the completion of the first marking period and have been sent detailed emails in regard to instruction, forms, and log on information for Google Classroom, IXL, Powerschool, and Schedules. The students were required to work on IXL Recommendations for one full hour each week for the month of November. This was an effort for students to reach their Target Goals for SGO 1 that states by March of 2022, 75% of students will reach their individual target score in the numbers and operation strands of IXL. It was explained to the students how the teachers can view the time spent, the number of problems completed and quality of their work. A rubric was provided for students underlying clear expectations for student work in IXL. Mr. Van Cleef and Ms. Ferrari met to discuss students' achievement. In addition, they discussed the teaching skill 'Accountable Talk' and how it related to the Danielson Framework. Algebra I 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 lines and angles, parallel lines, transversals, and algebra. Codecogs was utilized to import rational equations into GoogleForms. Students completed multiple choice questions, marked all that apply questions and analytical long text questions on their assignments. Pictures were also imported into Google Forms which included but was not limited to exponential and linear graphs, two dimensional and three-dimensional figures, and pictures of mathematical applications of various careers.

Ms. Cioffi:

In English, students continued to work on review skills from the English Unit 1 curriculum. During the month of November students have worked on determining the difference between fact and opinionated statements and texts. They have also learned about the author's point of view and purpose. Lessons have focused on knowing and identifying the various types of author's purpose and reasons for writing. Students first learned to analyze the author's purpose through videos and media clips and then in texts. English class also continued reinforcing these skills by completing IXL assignments and diagnostic questions to help track their progress.

Ms. Holden:

Students in English classes developed their skills in identifying and analyzing the main idea, author's purpose, fact vs. opinion, and inference. Students also created a Class Participation Rubric in which each student assesses themselves for the day. In recognition of Veterans Day, students read and analyzed *In Flanders Field* by John McCrae. In addition, in remembrance of President John F. Kennedy, students viewed a short documentary on his life and times and then reflected on the documentary. Furthermore, students reflected on what they are thankful for in their lives. Students also continued to work on improving their skills in IXL. All parents, whose children are students in Ms. Holden's classes received an invitation to participate in tutorials both for Google Classroom and IXL. Additionally, all parents received an invitation to discuss their child's progress either on the phone or through a Google Meet with Ms. Holden.

Ms. Wrzesinski:

U.S. History I class finished their 13 colonial colonies unit at the end of the first marking period. Students learned about the three colonial regions: New England, Mid- Atlantic, and Southern. Students dissected these regions and looked at the economic, social, and political impact of all three while keeping in mind the growing colonial resentment. Modern World History classes completed the Age of exploration unit at the end of the first marking period. Students analyzed various European explorers, their routes, and what they wanted from the lands they explored. Students viewed this from a European centered perspective and learned about the impact these explorers had on future countries. Computer Science classes completed up to lesson 19 in their express course on code.org. Students learned how to create basic code using Minecraft in levels 14-19. Students learned how to simplify their codes with repeat functions and learned how to add and subtract various objects for their characters instead of just moving forwards and backwards. The teacher and students work on levels together to fully understand the

concepts and help each other.

Ms. Picciano:

Art students learned about metaphors and why they were important. Building on the concept of symbols, metaphors are used in art to explain abstract concepts. Classes began by understanding the difference between representing a “tangible” object in art as opposed to an abstract concept such as an emotion or something about the human condition. By using two paintings, Caravaggio’s *Judith Beheading Holofernes* and Frida Kahlo’s *A Thousand Little Cuts*, students were able to understand a literal translation of an event versus a metaphorical representation of someone’s pain. These two paintings have a great deal in common. Frida’s painting illustrated her pain and suffering through physical cuts inflicted by her husband to create a deeper understanding of her feelings. Examples of how artists use metaphors continued by examining the lives and works of contemporary artists Nick Cave and Felix Hernandez. Nick Cave began creating sound suits out of discarded and found materials which made noise when worn. To him, his suits metaphorically represented protest. His work was compared to Hernandez’s candy installations which were portraits of his deceased partner. Their work is similar in both narrative and presentation. Each present as a happy, positive artwork yet both come from and represent darker, deeper meaning. This month, students were also introduced to interior design. The far-off objective is to create and design a space of their choice (a future business, a room for someone else, a place to continue their hobbies, etc.). They began understanding measurements, proportion, and estimating size in two ways. A lesson was taught on how to measure and recreate the actual room each was sitting in an online room designer program. Those without measuring tools or access to a computer would describe the room to the teacher (like a police sketch) and follow its construction as it was presented to them. Estimation of room size and proportion awareness was understood as they were able to notice discrepancies in the rendition of their room and direct the teacher how to correct them. These discrepancies became especially obvious when the teacher added standard sized furniture to their rooms.

Community Based Instruction and Special Events:

After a two-year pause, Elizabeth will be requiring students to complete 60 hours of community service by the end of their senior year. In order to support students in this effort, the HAS Community Service Program is back and up and running! When HAS moves into its temporary location, there will be numerous in-house community service projects for students to participate in. In the meantime, we are offering students the opportunity to work in the Freerice program, which would enable students to begin earning their required hours immediately. We are strongly encouraging all students, especially those who are seniors, to begin Freerice as soon as possible. To facilitate this, Ms. Clark, Paraprofessional/ Community Service Liaison, attended a Senior Meeting to provide students with an orientation to the Freerice program and to begin distributing student’s Freerice accounts.

Professional Development:

Staff were provided time during faculty meetings to complete webinars through GCN. During PLC meetings, staff reviewed student progress and discussed strategies to promote engagement in virtual classes as well as parental communication progress.



**Union County Educational Services Commission
Superintendent Report**

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|---|---------------------------------------|
| School/Department: Lamberts Mill Academy | Report Date: November 24, 2021 |
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Enrollment:

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| Current Enrollment: 36 LMA Campus: 28 New Point: 10 New Point at LMA: 2 | Intakes: 5 Acceptances: 2 Disenrollments: 1 |
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Emergency Drills:

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|-----------------------------|-------------------|
| Fire Drill: 11/12/21 | Other: N/A |
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Curriculum and Instruction:

Social Studies:

US History I has moved to a study of colonial times. We looked at the colonists as they grew more impatient with England’s rule and the stages that grew on the way to the War for Independence. We were delighted to also study the role our school location played as it was on the path for the battles of Edison and Summit. The Ashbook Reservation adjacent to our school has been recognized as part of NJ's colonial involvement. I was significant as the students made this connection. The students of US History II have been reviewing the stages of the Gilded Age, the role of the Industrial Age, the changes we saw in the lifestyles of Americans, and the growing isolationism that spread around our country as war was brewing in Europe.

World History has been continuing with its survey of art styles in ancient times and their connection to ancient religions. We learned about the five important religions of that time: Islam, Christianity, Muslim, Confucianism and Judaism. We also look at their representations in art and their connections to their populations. Our seniors continued their survey of History of the Arts as we looked at ancient Greece, Rome, Japan, and the dynasties of ancient China.

Mathematics:

Students in all Mathematics classes have been acclimating well to the UCC building. Students enrolled in Consumer Mathematics have spent the month reviewing needs vs wants, especially in light of the upcoming holiday season. They also were able to complete different, individual personal budgets for themselves which have both needs and wants incorporated within. Students researched careers they are interested in pursuing, and researched salaries which we’re used to form their budgets. Finally, students spent time learning about the 50/30/20 budget which is a simplified predetermined budget covering needs, wants and savings. Students discussed the pros and cons to this type of budget, and if they thought they would use it in the future.

Students in Algebra 2 have been getting firsthand experience solving systems of linear equations, by having the coordinate plane projected on the whiteboard, and students graphing sets of linear equations. Students have also been using Chromebooks to ensure their graphs are correct with the interactive website, Desmos. Students in Algebra 2 are learning about different methods to solve a system of linear equations, and what methods they prefer and why.

Geometry students have been learning about different types of triangles, and angle relationships, building on prior learned knowledge. Again, the projectors have made the math more interactive by having students measure angles and solving for missing angles using the Triangle Sum Theorem in class. Students are getting more comfortable by using a multi-step approach to solve for missing variables, and angles.

English:

We have established our learning communities' norms and routines. We continued with our Argumentative Writing and Informational text Close Reading unit through reading various articles. One especially intriguing lesson to the students was about restorative justice which integrated with our practices here at Lamberts Mill Academy. Students wrote clear and concise arguments why or why not they believe restorative justice is a productive way to resolve student conflict. This activity also touched on SEL (Social Emotional Learning) by having students reflect upon their do-now and exit tickets to share strategies which challenge academic barriers to success. Students used the RACER format as a writing strategy to guide them in their writings. Students have reviewed skills such as summarizing and identifying main ideas with responsive writings focusing on having textual evidence to support their thoughts. We completed the baseline assessments in IXL and weekly we have begun to focus on skill building particularly in reading strategies.

Spanish:

This month, students in Spanish class took a Pre-Assessment about School and Celebrations unit to measure what students know and what they accomplish at the end of this unit to enhance their learning. Also, the students have been getting experience by researching and learning about different traditions, and working on finding costumes, music and food around the world, which made a special celebration in the Spanish communities, like: "Dia de los Muertos, El Dia de Accion de Gracias, El dia de las Brujas", along with using different Spanish vocabulary to write stories about their findings. Meanwhile, the students in Spanish have been spending time working on "Duolingo", the online language learning platform and "Que Tal" magazines in addition to what is being taught in Spanish. Students are learning how to practice vocabulary, listening, reading, and writing along with all the different pronunciations associated with them. While students are practicing vocabulary, having them work on reading and writing has shown them how creative they can be on their stories. Finally, in the area of social emotional learning, students have been exploring the reading and writing process working on sentence structure about different families' traditions and costumes in Spanish. Also, students have been using the Reflection form at the beginning and at the end of the lesson to give feedback about their learning.

Physical Education/Health:

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

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

Clinical Department:

The students continue to impress us with how well they have acclimated to our current changes in locations and remain in good spirits as we are in our transition period at UCC. The Clinical team continues to assist and support the students during this time of change and focus on individual social/emotional wellbeing.

The students continue to participate in their daily life skills class targeting healthy relationships, boundaries and conflict resolution skills. The students were encouraged to identify their own personal boundaries and why this is so important to each individual. Following this discussion students were asked to build on this by identifying healthy relationships and how to work through conflicts with others. Students engaged in interactive activities and role plays to demonstrate their understanding of the material that was presented and discussed. Lastly students wrote letters of gratitude to a person of their choice in recognition of Thanksgiving.

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



Union County Educational Services Commission Superintendent Report

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| School/Department: Nonpublic Services | Report Date: December 2021 |
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| Enrollment: |
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Current Enrollment as of November 24, 2021:

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| Total Comp Ed Services: 906 | Acceptances: N/A |
| Total Supplemental Instruction Services: 465 | Intakes: N/A |
| Total Speech Services: 162 | Disenrollments: N/A |

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| Fire Drill: N/A | Other: N/A |
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| Curriculum and Instruction: |
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- UCESC has been approved as a vendor in the EANS (Emergency Assistance to Nonpublic Schools) program. We are still waiting for the DOE to release funds so orders can be processed, and staff can be hired for the various nonpublic schools in Union and Essex Counties who selected UCESC as a vendor.
- 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.
- Title I Services are being coordinated for students from Belleville, Elizabeth and Roselle attending nonpublic schools.
- The Nonpublic Nursing Program is up and running in all the nonpublic schools in Union County. The Nonpublic Nurses continue to assist in maintaining student health records (A-45) and completing specific screens for students' grades K-12.

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

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| School/Department: Technology | Report Date: November 24, 2021 |
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Enrollment:

N/A

Emergency Drills:

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

- 1571 audit, reporting, mapping, repair, vendor and contractor collaboration
- 1571 cable demo planning
- L&T prep meeting with LMA staff
- Chromebook and iPad procurement
- Asset Management overhaul
- Magic cloud hosting data migration
- VoIP replacement planning
- Holy Spirit network discovery
- Hiring of Technology Specialist position
- Printer/MFP replacement, delivery with Atlantic
- Video surveillance vendor walkthroughs and quote procurement

Community Based Instruction and Special Events:

Professional Development:



**Union County Educational Services Commission
Superintendent Report**

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| School/Department: Transportation | Report Date: November 24, 2021 |
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| Enrollment: | |
| N/A | |
| Emergency Drills: | |
| Fire Drill: N/A | Other: N/A |
| Curriculum and Instruction: | |
| <p>The Commission's own data submission for the DRTRS was transmitted over the internet to the Department of Education on November 15, 2021.</p> <p>Due to the high volume of late applications and changes in out of district placements still being received by the transportation department, we had a bid opening on November 17, 2021. 101 routes went to bid.</p> <p>The department continues to receive a high number of applications to place students. Due to the school bus driver shortage many students are still waiting for rides. The coordinator is actively soliciting quotes on a daily basis to secure transportation.</p> | |
| Community Based Instruction and Special Events: | |
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| Professional Development | |
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**Union County Educational Services Commission
Superintendent Report**

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| School/Department: Westlake School | Report Date: November 24, 2021 |
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Enrollment:

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| Current Enrollment: 53 Acceptances: 1 | Intakes: 2 Disenrollments: 2 |
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Emergency Drills:

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| Fire Drill: November 16, 2021 | Other (Specify): Lockdown – Internal Threat November 24, 2021 |
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Curriculum and Instruction:

Mr. Carten:

Students have made a very smooth transition into their academic and vocational classes as we continue to settle into our new building at Holy Spirit. In the subject of Math, Group A students are working on double digit addition. Group B students are working on money skills.

In the subject of Social Studies, the students have started a new chapter, the students are covering a unit on the holiday of Thanksgiving. A joint research project is under way where the students are grouped to collaborate on what life was like for the first Pilgrims and how they learned to adapt to the new world. The students are very excited to start a science unit discussing the Skeletal system. Students have created full body skeletons. Labeling each part.

In the area of Language Arts, students have been exploring the writing process working on sentence structure. They are continuing the novel “The Mystery of Craven Manor: by Joy Woodhams. The main character Matt Bright is now intertwined with Samantha who lives in Craven Manor. They explore many hidden rooms in the attic where the sinister Mr. Higgins cannot find them. Matt is not sure if this is a trap with no way out.

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 and work with their peers to complete a very complex task.

Mrs. Convery:

This month, we covered the holidays of Halloween, Diwali, Veterans Day, and Thanksgiving. Students viewed videos, read online books, utilized Scholastic magazine, and completed various worksheets and simple art/craft projects in our research and study of each holiday. The students particularly enjoyed making rangoli patterns when studying Diwali and organizing a school-wide moment of silence and learning about the Tomb of the Unknown Soldier for Veterans Day.

The students have each shown progress in their ability to count money in math class. Their skill levels range from counting individual pennies to counting total coins and bills of twenty-five dollars and more. Several of the students have made great progress in learning multiplication facts. They have committed to memory the 2-, 3-, 5- and 10-times tables and are currently working on the 4 times tables.

In Language Arts we are currently working on answering “wh” questions when reading short informational texts. One set of readings entitled “Find the Evidence” encourages the students to find the correct answer and underline it in a particular color. This series of worksheets provides an interdisciplinary connection to the holidays (Diwali, Veterans Day, etc.) we studied in social studies.

Mrs. Fernandez:

Students continue to work on their independence and take an active role in their classroom community. They rotate classroom jobs and are learning to follow schedules with less prompting. Students have also started a “Shout Out” program where students and staff create, collect, and read announcements for exceptional, kind, and goal-oriented accomplishments.

In Math we continue our unit in geometry. Students are taking what they already know about shapes and building on it. They are learning to analyze, compose, and create shapes. Students are learning new vocabulary to describe new concepts in math (i.e., above, below, behind, next to, vertical, side, length).

In English, we are working on reading comprehension skills with chapter books. Students listen to 1-2 chapters each day and then pull key details out of each chapter (i.e setting & characters). Students are also practicing recalling important plot details from previous chapters. Students will also begin their disguise a turkey project where they will have to describe attributes and details to describe their turkeys as something else.

In Science, students are starting a unit on lights, sound, and communication. Students investigate light and sound! They explore how materials vibrate and how vibrating materials can make sounds. They also investigate light and illumination and use those investigations to create simple devices that allow them to communicate across a distance. In social studies students are learning about different directions on a map and how to use a compass rose.

In SEL, students are practicing identifying their own emotions in different situations. Students are beginning to explore ideas and alternatives to different types of behavior that we want to improve on. Students practice techniques for regulation such as breathing and exercise.

Mrs. Pajewski:

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,) GR & WA are focusing on basic skills (counting, sorting and classifying). Together we have focused on time hour, $\frac{1}{4}$ and elapsed time) and identifying/counting money.

In Reading, we have been reading short stories from the book Mouse Soup with the class. 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.

Social Studies topics have focused on fall holidays (Halloween, Veterans Day...) and Scholastic magazine. Our magazine topics have included Veteran’s Day (Who is a veteran?) and Traditions (Something passed down from our ancestors).

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. JM has been working and following directions well with minor disruptions. OB has returned to school. He is slowly being acclimated to school.

Mrs. Palmer:

The students have been making candy for Thanksgiving; they have organized the Christmas and Hanukkah molds for the upcoming holidays. They continue to organize the lunch food and deliver it to the classrooms at the appropriate times. The students have set up their wallets and bankbooks and Mrs. Palmer has begun to pay the students for their work.

In science the students have made full sized skeletons and completed their unit on the skeletal system. They are now studying about the muscle system by completing worksheets, watching videos, and reading books on muscles. In math the students continue to work with money. They practice their skills when they go around the school and sell our candy.

This year, the students are learning how to write friendly letters. They have written a letter to a former classmate who wrote to them. In Food Preparation and Food Science, the students are reviewing the equipment in the kitchen and safety in the kitchen. Once the kitchen is approved, students can prepare foods and follow some of our recipes.

Ms. Porchetta:

In Language Arts, students listened to the story Here Comes the Garbage Barge written by Jonah Winters. Its themes were taking responsibility and environmental awareness. This led perfectly into our science lesson about reducing our impact on the Earth. The students came up with examples of how everyone could make a difference.

In Math we learned about geometric shapes and related them to everyday objects. Students also practiced touch point subtraction, counting backwards and multiples during our morning meeting.

In Social Studies, we watched a video about the true meaning of Veteran's Day. Both staff and students were able to learn something new. Mrs. Marrelly prepared a fun art activity related to the lesson. American flags featuring a silhouette of our veterans.

In Vocational, we continue to replenish our jewelry supplies and students are making good progress with their independent schedules.

Mrs. Robles:

The students have been working on some art projects for the month of November. These projects focus on fine motor skills, passing materials to a peer, opening, and closing bags and glue sticks and other soft skills. The students have followed verbal and visual directions to make a painted turkey, a scarecrow, and a turkey with a specific number of feathers. The turkey with feathers was also part of a math lesson that included number recognition, counting, one to one correspondence, and sequencing.

The students are also hard at work on this year's SGO goals: position of objects (on top of, inside of, etc.) and matching a one-dimensional shape to a three-dimensional real-life object (a circle to a can of soup).

In Language Arts the students are working on everyday life vocabulary: grocery store words, clothing items, and weather words.

The students enjoy having Mrs. Swisher come in for a vocational period twice a week. This increases the variety of vocational tasks that they are exposed to and encourages them to learn new skills.

Music is also a special that the students look forward to having. The songs that Mr. Patrick plays encourage the students to get up and move and dance and they always have a good time doing that.

Mrs. Shaw's Class:

In Reading / Language Art: the students enjoyed reading Halloween themed story books and learned about various spooky animals that represent Halloween such as bats, spiders, cats, and a haunted house. In Math, the students completed various Math problems aligned to their IEP goals. The students also worked on how to read and interpret pictographs.

In Social Studies, the students learned about the history and the origin of Halloween. They enjoyed having discussions about how to celebrate Halloween safely. The students also listened to the news from the News2You website about the “Tallest Observation Wheel” and went on a virtual trip to Dubai.

In Science, the students read and learned about the biggest spider in the world and worked together to build a spider out of paper that can climb up a string. In Life Skills, the students enjoyed following recipes to create Halloween cookies and learned about basic food safety principles.

Mrs. Swisher Vocational:

During our vocational sessions in Mr. Carten, Mrs. Convery, and Mrs. Palmer’s classes, we have been working on “Success at Work” lessons. We began our series talking about what it means to be a responsible student. Once we completed that list, students compared it to attributes of a responsible employee. Students were able to compare the many qualities that overlapped. Students completed a “Know Yourself Questionnaire” so they learned a little more about themselves. Discussions revolved around different interests according to their personality and ability. The last lesson for this month included learning about long- and short-term goals. We discussed the importance of making sure goals are realistic. Students then each created a short-term goal for this month and will check in with each other to see if it has been accomplished.

Students have been working on setting up and cleaning their workstations while working on vocational activities. Focus has been given to setting up their workstation from left to right and maintaining an organized workspace. At the end of their vocational period students review their work and are reinforced with a hole punched out of their “punch card.” Once they have 10 holes punched - they receive a reward appropriate for each individual student.

Mrs. Caputo – Art:

This month, Westlake students have been continuing their study of art in North America. Students “traveled” to Canada and learned about a Canadian Landscape Painter, Ted Harrison. They examined Harrison’s artwork and used Visual Thinking Strategies to connect with the work. Students then created a colorful landscape painting of their own. Continuing to use the Canadian Arctic as inspiration, students chose a directed draw of an Arctic Animal, drew the animal, cut it out, and included it in their landscape. Students also had time to have some North American fun by making Collage Monsters and Spider Webs for Halloween. They will also be making multimedia Thanksgiving pies.

Mr. Shanfield – Physical Education & Health:

Theme of this monthly report is developing routines and consistency for the students and staff in Health and PE. This month during Physical Education class, we finished up our soccer unit and the students were introduced to various games and activities as a culmination of their hard work. Some of the activities that the students started to work on are learning new skills and some students maintaining skills, while being challenged to work on more skills include cooperative games, recreation, and leisure activities. All these activities teach the students to work together, work as individuals, develop and enhance their sportsperson ship 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!!

During Health class, the students started working on “Good Sportsperson ship”, “Respect”, and “Emotions” in October and we continue to work on this unit. 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.

Last month, we started having the students say the Pledge of Allegiance over the intercom at the beginning of every morning. This month, Mrs. Fernandez started a “Shout Out’ activity that we read every Friday or last day of the week to share all our successes and accomplishments to the school. In the coming months, we will be restarting our Boy Scout Troop 1571. As the month goes on there will be more information to discriminate.

This month, Mr. Shanfield received an American Flag to hang up in front of our school. Mr. Fitz (our wonderful security officer) and Mr. Shanfield along with a student will raise and lower the Flag every day.

Mrs. Sandrock – Social Work:

To date, 18 IEP annual review meetings have been held. Parents of our most senior students have been requesting an additional school year under S3434 to recoup skills lost due to the educational interruption by the Pandemic. Districts are inquiring about vocational and community programs being available to our students when granted an additional year of schooling. Goals and objectives have been a topic of focus for parents as their child approaches the mid-year. Parents have been assisted with applications to DDD and PerformCare agencies in preparation for Transition services.

Information has been provided to some parents and guardians for support with grief and loss that they have recently experienced. Other parents require assistance with support services for physicians/clinics that service children with disabilities.

Individual Counseling sessions have been held with the occasional crisis session offered when needed. Weekly social skills training groups are ongoing to assist students with interpersonal skills to increase confidence and promote socialization. These concepts are reinforced throughout the school day during class to have students practice their social skills. Reminders to practice positive interactions have been displayed throughout the school to increase social awareness.

Social Worker met virtually with the Curriculum Director to discuss SEL groups. As the ABS, social worker had a meeting with the School Safety Team to discuss updates to safety plans in the new Holy Spirit school site. Attendance/testing in the Safety Cares Training was completed. The Social Worker continues to meet with all teachers and nurse to discuss and attend to student needs.

Many students are looking forward to the upcoming holidays for the excitement that is associated with food, gifts, and family celebrations. A few have expressed a sense of sorrow due to recent familial losses and are facing the first holidays without their loved ones. Amongst most students there is an expressed desire for a return to normalcy, a return to 1571 Lamberts Mill Road and a return to being unmasked during the school day.

Behavior Department:

This month, the behaviorists are continuing to assist students and staff as needed in establishing structure in the new school building. This includes supporting teachers in obtaining various materials and curricula for students. Behavioral materials (token boards and visuals), and other appropriate manipulatives are being created by the behaviorists.

Crisis support as well as additional assistance/strategy implementation has continued to be needed for several students this month: Additionally, Functional Behavior Assessments and Behavior Intervention Plans have been updated for the four students who had annual IEPs this month. Training of staff working with students who have been newly assigned to them has occurred with both behaviorists in the eight assigned classrooms (four classrooms for each behaviorist). These include a two-day-trial student visit, with her beginning full time on Nov. 10; as well as behavioral student returning to school. This student began ½ day return to school on Nov. 15, working in the Behavioral Office with BCBA & 1:1.

For several students' behavior Intervention plans are being reviewed, strategies, and overall instructional/behavioral procedures modeled, and errorless teaching procedures employed. In addition, data collection, use of behavioral momentum, and use of prompt hierarchy and prompt fading is being reviewed on an ongoing basis.

Safety-Care recertification training continued this month, with D. Salvatore along with (SOI B. Peneno & Safety Monitor T. Fitz.) on Nov 2 & Nov 9 for one hour each after school. All staff (barring absences) have now completed training, except for staff needing initial 2-day training in January. In addition, Donna & Tim completed their trainer recertification training on Nov. 11 & 12. Jen Pavlik, RBT, has begun collecting and continues to collect and input behavioral data to be reviewed by behaviorists when time allows (eg. if her 1:1 assignment is absent).

Occupational Therapy:

It is an exciting time in occupational therapy this November. We are busy welcoming new students to our Westlake Family. We are having fun getting to know them better as we assess their strengths and needs, develop appropriate treatment plans, and determine appropriate goals and objectives. We continue to work with our students on improving self-care skills such as grooming and hygiene, independent living skills such as following a simple recipe and grocery shopping, and motor skills such as writing and tying shoes. We are also incorporating pre-vocational tasks such as packaging, bagging groceries, and housekeeping.

This month, we also participated in Safety Care Training to better serve our students and help to maintain a safe and secure environment in our school. We are incorporating many life skills in our sessions with our students such as following recipes, packaging, and grocery shopping. We continue to develop skills for our students' activities of daily living, independence, and motor skills with fun games and groups. Our students are growing and progressing and getting ready for the holiday season!

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 Barone, and Jessica Pinzon both successfully completed their observations. We have also been addressing our students' goals with Thanksgiving-themed activities. For example, Jessica worked on an "I like" or "I don't like" for Thanksgiving activities and food game, so students are able to say their likes/dislikes more effectively. Kristen played a "Thanksgiving Headbandz" activity, which assists the students in working on asking/answering questions to their peers. We have also been looking into appropriate professional development to support our continued education as speech therapists. 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! M. H. made a whole sentence about his weekend activities. We are so proud of our students!

Community Based Instruction and Special Events:

Creature Comforts Pet Therapy visited last week and took pictures. Steven Hertz was very happy to come back to Westlake school with his newest addition to Creature Comforts. The students were so eager and excited to see the dogs in person.

Professional Development:

Safety Care – Re-Certification
GCN – Substance Abuse and Asthma



**Union County Educational Services Commission
Superintendent Report**

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|--|---------------------------------------|
| School/Department: Work Readiness Academy | Report Date: November 24, 2021 |
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| Enrollment: | | |
| <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top; padding: 5px;"> Current Enrollment: 21 (includes WRA & Project SEARCH) Acceptances: 0 </td> <td style="width: 50%; vertical-align: top; padding: 5px;"> Intakes: 3 Disenrollments: 0 </td> </tr> </table> | Current Enrollment: 21 (includes WRA & Project SEARCH) Acceptances: 0 | Intakes: 3 Disenrollments: 0 |
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| Curriculum and Instruction: | | |
| <p>Highlights from the month of November at the Work Readiness Academy included:</p> <p>WRA Program</p> <ul style="list-style-type: none"> ● This month students resumed full participation in community-based Work-Learning Experiences (WBLEs) for the first time in 18 months. ● We are working with more than 10 community business partners this Fall including Children’s Specialized Hospital, Barnes & Noble Booksellers, Bob’s Stores, the Classic Cafe at Summit Medical Group, Walgreens, the Hilton-Newark Airport, Breadsmith, Sweet & Fancy Emporium, and Best Buy. ● Students are participating in WBLEs 3 or 4 days per week from 10am to 12:30pm. ● Instructional highlights this month included: <ul style="list-style-type: none"> ○ Learning about budgeting and how it allows you to create a spending plan for your money; ensures that you will always have enough money for the things you need and the things that are important to you; and that following a budget or spending plan will also keep you out of debt or help you work your way out of debt if you are currently in debt ○ Learning that there are three main types of workplace hazards; those that are physical, chemical, or biological. ○ In their school-based business class, students created Thanksgiving Jars (table centerpieces). ○ During Independent Cooking Skills students learned how to make White Chocolate Cinnamon Toast Crunch Bars. <p>Project SEARCH</p> <ul style="list-style-type: none"> ● The students continued their first internship rotation this month. The first rotation will last approximately 10 weeks and has students working with various departments across the hospital including one new addition - Endoscopy. ● Instructional highlights this month included: <ul style="list-style-type: none"> ○ Workplace Safety: How can hazards and injuries on the job be controlled and prevented? ○ Sexual Harassment: What are healthy boundaries in the workplace ○ Taking Responsibility: Why is it important to take responsibility for your actions in the workplace? ● This month the program offered parents the chance to attend a virtual information session about Applying for services through the New Jersey Division of Developmental Disabilities. The session also discussed the various ways students can qualify for Medicaid. | | |

Community Based Instruction and Special Events:**WRA Program**

- This month the WRA students participated in a Community-Based Instruction Trip to Lord Stirling Stables in Basking Ridge.
 - Students learned about Stable operations and the various jobs offered at the facility.
- Monthly SEL Theme: Self-Awareness; students participated in several activities during our weekly Community Meeting that were centered around this theme.

Professional Development:

All certified staff completed mandated district training through our online GCN platform on Asthma and the Signs of Student Substance Abuse.