



Union County Educational Services Commission

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Report of the Superintendent to the Board of Directors May 6, 2020

WESTLAKE:

Enrollment as of April 29, 2020 Actual: 63 Changes: Entered: 0 Exited: 0	Referrals Intakes Scheduled: 2 Accepted: 0
Fire Drills: Building Closed due to Distance Learning	Emergency Drills: Building Closed due to Distance Learning
Suspensions: 0	

Westlake has started **LIVE** instruction this week. We have resolved technology issues and provided iPads or Chromebooks to families that needed this hardware to connect to “google hangouts” for video conferences.

Initially, teachers, paraprofessionals and therapists worked diligently to provide paper and pencil activity packets prior to everyone leaving school. These packets were developed to coordinate activities, worksheets and subject area work aligned to individual student goals and objectives. The administrators and staff also reached out to families to check in on their well-being and assess their ability to use an online platform for instruction.

All staff moved to online instruction, posting daily subject matter worksheets, activities, morning meetings and videos made by teachers, paraprofessionals and therapists. They also scheduled weekly phone conferences with parents to facilitate student learning and support parents in their efforts with home instruction. Teachers made videos of themselves providing lessons, paraprofessionals made videos of daily living skills and reached out to say hello to their 1:1 students and therapists provided exercises and activities. Now, at week seven we are successfully providing live instruction as part of our Distance Learning Program.

Each Westlake staff member has been invaluable during this time of unprecedented learning. Our paraprofessionals have been a big part of the success; assisting teachers in creating materials, participating in live instruction and conference calls and participating during student tele-therapy sessions.

We have sought ways to assist our families beyond academics. When needed we have connected families to their district’s food grab and go program and other community service agencies.

We are also holding video IEP meetings to ensure our students are making progress and all learning objectives are being met. Progress reports went out via email to districts and parents.

Throughout this time, our goal has been to provide constant communication between staff and families. In the beginning, some parents had expressed being overwhelmed, but with our assistance and support the majority of Westlake students are fully engaged in our distance learning program. We will continue to reach out to those in need to help them get the support necessary to make it through the pandemic.

Language Arts

Many classroom teachers are using an online resource called “Boom Cards.” n. Boom Cards are digital, self-checking, interactive activities. Students are shown one question at a time, type in their answer and get instant feedback to their answers. This is a great resource and very engaging for students.

Math

Teachers are working on various math skills including sequencing, shapes, pictographs, money skills and comparing numbers. Some of these skills are worked on by students completing worksheets and others are worked on during video lessons and/or live instruction. Mrs. Capizzi posted a lesson on comparing numbers with worksheets e modified for beginner, intermediate and advanced learners.

Science

In science students are learning about Earth Day and Arbor Day. Although we were unable to plant a tree this year, we discussed the importance of these days and students completed activities to reinforce the lessons. Students also continued to learn about planets. Activities were posted and a video lesson was used to highlight key points.

Social Studies

Classes are talking about rights and responsibilities and what it means to be a good citizen. A PowerPoint presentation with a video of the teacher embedded in the lesson helped the student gain a greater understanding of their rights. The visual presentation encouraged student engagement and a sense of connections with the teacher.

Physical Education

On May 5, Mr. Jeff Shanfield will be resuming his position as our physical education teacher. Staff and students were excited to learn he is returning to Westlake School. The Crossroads Physical Education Teacher has been providing gross motor activities for our students.

Art

Mrs. Caputo is all set to provide LIVE instruction for Westlake students. She has contacted parents, participated in video google hangouts with teachers and posted many activities to her home google page for students. Parents have commented that students are completing art instruction and enjoying the activities provided.

Vocational

Our newest teacher, Mrs. Michelle Swisher started working at Westlake on April 20th. Mrs. Swisher has made a smooth adjustment to our program. She is assisting staff and participating in teacher's weekly conferences with parents to introduce her. Ms. Swisher also supports teachers during their live instruction sessions and posts daily vocational materials for students. Today she posted an excellent YouTube video of the blue angels and thunderbirds flying over NYC. We are very excited that Mrs. Swisher joined our team.

Social Work

Mrs. Sandrock and Mr. Balassone continue to coordinate and conduct video IEP meetings. The districts are appreciative of the support we provide to ensure the meetings are completed within the mandated timelines and our students continue to receive a quality education.

Individual Counseling is continuing with live sessions focused on social-emotional and family needs. We have heard that most of our families are managing well. The social workers provide wellness strategies and resources for dealing with Covid-19 on their website pages.

We have also discussed HIB and other potential behavioral concerns during live group instruction. All staff were directed to inform Mrs. Sandrock, HIB Specialist and Mrs. Tantillo, Principal of any HIB concerns.

Behaviorist

The behaviorists work hand and hand with the classroom teachers to promote safety and positive student behaviors. Consultations are provided to families who are struggling to balance working from home, assisting with their child's education and their own concerns with Covid-19. Particular attention is given to families whose children are demonstrating challenging behaviors at home. The behaviorists have provided many strategies and suggestions to help families resolve these issues.

The behaviorists also provide behavioral resources daily online for parents to assist them with coping strategies and to help them develop a structured daily routine.

The behaviorists continue to meet with Karly Barreto to review student status and provide her with behavioral activities necessary for her Registered Behavior Technician (RBT) certification.

From all of the staff at Westlake, we hope all of you and your families are healthy and continue to be safe!

Westlake Mission Statement

Westlake School is dedicated to providing a safe, nurturing, positive environment by emphasizing high expectations for all students, fostering independence, encouraging confidence and a collaborative commitment to functional academic excellence.

LAMBERTS MILL ACADEMY:

As of April 2020 LMA Actual: 44 LMA District - Non-NP: 41 New Point Specialty at LMA: 3 Changes: <u>0</u> Entered: <u>0</u> (Non-NP) 0 NP Pending: <u>0</u> Exited: <u>0</u> (non-NP) <u>0</u> (NP)	Fire Alarms: 0 Fire Drills: 0 Security Drills: 0 Suspension out of school: In School Suspension: 0 HIB: 0
Referrals in April: 3 Intakes Scheduled: 1 Completed: 1 Acceptance Letter Sent: 0 Sending District Accepted LMA placement: 0 Placement Pending: 0	

Administration

Our LMA students and staff have transformed the way that we teach, learn and provide therapeutic support. We have transitioned to a model that is completely, remote and digital.

All teachers have created Google classrooms for each of their academic areas. Each teacher creates a video for each one of their classrooms that is posted at the beginning of each week. The video introduces a new topic and concludes with academic work that is designed to provide practice and reinforce what is being taught in the class. Subsequent videos are created for the remainder of the week based on the students pacing and understanding of the subject matter that has been introduced. In addition, our teachers and paraprofessionals are providing daily and weekly live tutoring via Google Meet and video conferencing. Tutoring covers all subject areas and is provided in a small group setting as well as in an individual setting.

Clinical

All our therapists have created Google classrooms for each of their designated Life Skills classes. Each clinician creates content material that is designed to provide a set of basic skills and provide connections through direct life experiences that enable our students to effectively handle issues and problems commonly encountered in their daily lives. In addition to Life Skills our clinicians maintain constant contact with our students and their families. Our clinicians are providing Teletherapy to each of the students on their caseloads. With the help of our nurse Meleda Pelez and our Nurse Practitioner Ms. Fumi we continue to maintain medication management for our students.

Related Services

Our related services providers continue to offer IEP mandated services. Each of our providers has created a Google classroom for the students on their caseload. A video is created and is posted at the beginning of each week. The video introduces a new focus, depending on the service being offered and concludes with practice that is designed to reinforce what is being taught during the session. Subsequent videos may be created for the remainder of the week based on the students pacing and understanding of the subject matter or area of focus that has been introduced. In addition to video lessons that are being created, our service providers are providing daily and weekly live tutoring via Google Meet and video conferencing.

Since distance learning started, we have struggled with attendance and are trying to find different ways to engage our students to participate. We have slowly started to use Positive Behavioral Supports to increase student participation. We have also started mailing out individualized rewards to students who have demonstrated positive behavior, improved attendance and a focus on academics. We do see a slight increase in attendance and hope to see our numbers increase as we continue with our efforts.

Academics

Middle School

Students in the Middle School, along with their High School peers, have made the transition to Distance Learning. Students have become acclimated to the Google Classroom forum and are beginning to become experts in Google Forms and Google Slides. In English and Social Studies, students continued to work on their ability to analyze the author's use of direct and indirect characterization and figurative language by examining close reading passages and answering text-based questions citing textual evidence. They further explored character analysis and citing evidence while writing biographies on personally chosen historical figures. Students used paired passages to compare and contrast different perspectives and points of views in texts. Students also used various forms of media to compare different versions of literature, such as stage versions, film clips, or audio versions of the text, paying specific attention to the way in which elements such as lighting, scenery, or audio sounds affected the message of the text. This supported their goal of integrating information presented in different media or formats to better understand a topic. Student's tied their English and Social Studies goals together this semester by comparing two texts, a historical account of an event, person, or place, paired with a historical fiction text about the same period. They used these paired texts to compare how different perspectives are presented through presentation of facts and the inferences made.

High School

English Language Arts & Literacy

We have transitioned to our distant learning through use of the Google Classroom platform. Students became acclimated with the technology components as well as how to navigate the flow of content in an online atmosphere. Students continue to focus on their reading skills through varied reading online options. Students have been writing weekly to various "seed" materials as they create an authentic primary source during these unprecedented times. We have begun our Unit III Poetry Analysis through use of the TPCASTT poetry analysis acronym. Students have completed a baseline assessment and instruction of poetry and analysis-based skills have begun. We examined how important a title is and authors will use this to convey meaning just as importantly as the actual text itself. We continue to evolve as we are in a time of isolation, yet meeting the varied needs of our students through distance learning, being it a live Google meet tutoring session, individual emails of encouragement, still pictures of reflection or virtual literacy lessons of Literacy alive in the world.

Social Studies

Social studies continues as we embrace new learning techniques. We know our students love to be online - and now that includes their school efforts. US History I has moved through the history of Reconstruction - the support for the south that was sabotaged after the death of President Lincoln. We are now moving into the growth of the Industrial Revolution. This includes the significant inventions, the development of factories, and the great migration as populations move to cities as they become the centers of employment with their factories.

US History II has moved through WWI including its key leaders, the use of propaganda on the masses to direct thinking, the end of the Great War and will move into the era of the Cold War. US History II has looked at the real causes of WWI, the conclusion of the Great War and then America's Time Of prosperity and energy - the Roaring Twenties. That will lead through prohibition, Women's Suffrage, and the roots of the stock market crash that led to the Great Depression.

The students of 20th Century Civil Liberties have concluded their study of the American Civil Rights Movement including comparisons to the demonstration in Charlottesville and the refugee issues along the Mediterranean as they seek to enter Europe. We next move into the disasters of manmade ecological issues and the ways they have impacted and rearranged the lives of those most affected. World History has looked at the societal dynamics of the first World War and will move to the next social changes brought by the Roaring Twenties and then the Great Depression.

We continue to look at current events through the Friday videos of CCN10. Most recently we looked at the experience of the Spanish Flu of 1918. Facts that surprised the students were that more WWI soldiers died from the flu than in the war and that the government only told the country it was the flu because the Sedition Act did not allow them to tell the truth, fearful it would take energy and support away from the war effort. I also remind the students that they are living through a significant time that will appear in future reviews of History and they will be able to tell folks they were part of it!

Science

Forensics students learned about hair and fiber evidence and just started learning about Forensic entomology. Biology students are learning about DNA replication, transcription and translation. However, online resources have helped tremendously. Chemistry students are learning about radioactivity and how we use it in both good and questionable ways. Environmental students are learning about biomes and the different relationships organisms have with one another. Finally, our Astronomy student has learned about how we find exoplanets, and how we are currently studying asteroids and comets.

Mathematics

While instruction has greatly changed for the students at LMA, all students are still receiving instruction and support materials in their assigned Mathematics course. The students have continued to participate in the Daily DO NOW Logic Challenge in which they practice working on 'thinking outside the box' problem solving skills. In addition to the daily DO NOW challenge; students get to discuss how mathematics is used outside of the classroom in different careers and professions. While technology has been a work in progress, certain students have worked on Edulastic, a very familiar format to state testing with online and interactive tools at students' disposal. Students in Algebra 1 have begun working with data analysis and measures of central tendency. Students in Geometry have continued to learn and explore Two-Dimensional and Three-Dimensional shapes and objects along with the associated formulas for different measurements. Students in Consumer Mathematics have been exploring the financial repercussions of the COVID-19 on the consumers and the economy.

Spanish

This month, instruction continues online through Google Classroom. A continuum of delivery methods allows the teacher to engage with each student and offer effective practices to ensure engagement with all the students in a different way in Spanish. The goal is for the students to successfully complete the Reflection Form. Students are working on the unit "*La Familia y las Celebraciones*" in Spanish through

video or audio instruction. Students acquire vocabulary and communication skills as they complete the do now and lesson through auditory and visual activities about family and celebrations. Students are familiar with the family members, family celebrations, verbs like “*tener, necesitar and ser/estar*” and family phrases. Also, students will work on a project for the unit called “*El Álbum de Mi Familia y las Celebraciones*”. They will complete a cultural interview based on the essential question: What is your definition of “culture and family?” Finally, students are going to take a pre-assessment about the new unit called, “La Comida ”.

Physical Education and Health

In Physical Education, students are still getting the opportunity to develop motor skills 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. Multiple programs have become free for all to access thanks to the generosity of many companies during these trying times. Students are participating in workouts such as yoga, Pilates, meditation, cardiovascular, strength, and flexibility. All workouts are between 15-25 minutes in length and students answer a self-assessment at the end to score their efforts.

Classes are also learning the rules and regulations of baseball through online videos and research. Just last week the students used an algorithm from a website to map out what 30 baseball games in 30 days would look like.

In Health, we started distance learning by reviewing proper hygiene and proper handwashing in light of the coronavirus outbreak. Afterwards we moved on to start our CPR/First Aid/AED unit. The American Red Cross manual was loaded onto the Google Classroom and is being used to teach the material along with videos and self-practice.

LMA Clinical Department

During such a time of change what better way to implement the coping skills that we have learned and taught throughout the school year. Students continue to receive daily Lifeskills lessons via google classroom. Over the last few weeks, we have been covering topics that are very much relevant to how people are feeling during this pandemic, such as their use of healthy coping skills, stress management and time management. The students have been doing a wonderful job participating in Lifeskills and maintaining contact with the clinicians on our Lifeskills google classroom page. On a daily basis we add a positive statement or quote to encourage the students to keep moving forward and to do their best during this difficult time. Each clinician maintains constant contact with their individual students and families throughout the week. The clinicians have also begun teletherapy with their students. This seems to be going great and the students are really enjoying seeing and talking with their therapist remotely. Beyond weekly therapy sessions the clinical team assists the student and family with their needs on google classroom to increase success. Ms Pelaez and Ms Fumi have continued with medication management for our students and teletherapy has been occurring for medication management as well. We are very proud of our students and look forward to reconnecting in person.

NewPoint Specialty

Enrollment as of April 27: 13 residents at NPS

Students attending LMA-3

New Point has had to modify its face-to-face classes to a distance learning model. The teachers have worked diligently to create a Google Classroom so that students can log on daily and complete their assignments that have been modified to meet the educational needs of each student. The teachers also begin each day with a Zoom meeting so that they can go over the assignments that students will be completing each day. The teachers have worked hard to find lessons that will engage and inspire our students and overall, the programs has been working well.

CROSSROADS:

Enrollment as of April 28, 2020 Actual: 50 Changes: 0 Entered: 0 Exited: 0	Referrals: 1 Intakes Scheduled: 0 Accepted: 0
Fire Drills: N/A	Emergency Drills: N/A

Crossroads Staff Distance Learning Plans

Crossroads School remained closed during the month of April 2020. This decision continues to be in response to the national pandemic that has tragically altered every aspect of our students, parents, staff and sending districts lives. Crossroads administration, classroom teachers, therapists and paraprofessionals continue to work collaboratively with our students, families, and sending district personnel to ensure that academic progress remains consistent for our children during this unprecedented time in education. We are also providing our students and families with multiple opportunities to learn about the mental health challenges that are being experienced at this time and how we can support them through this time of angst and countless other emotions. Crossroads Staff continue to meet with school administration throughout the week. We continue to participate in IEP meetings, parent training sessions and are currently implementing teletherapy sessions as well as live instruction video conferencing opportunities for our students and parents.

Pre-School Disabled Classroom - Ms. Kaley Francis

It has been a month since we have started our Distance Learning. The students, parents, and staff have been adjusting as best as we can under these circumstances. I think we are all slowly adjusting to our new routine and new “normal”.

As for some exciting news, we welcomed two new students to our preschool class, Ava and Leonardo!

This month we worked on thematic units such as Easter, spring, flowers, and Earth Day. The students have been provided with instructional videos and slideshows from their teachers that follow the weekly themes. Each morning, I post a daily greeting for my students saying “hello” and to tell them what day it is and what the weather at my house looks like. I make this video daily for the students to be able to see my face and hear my voice in hopes to provide some comfort to the students during this difficult time. In the area of ELA, each day the students are provided with a video of a read aloud and a craft that follows the story.

For Math, the students are provided with a daily activity that also follows the theme. As for Science and Social Studies, staff videos and/or slideshows are presented, providing further details regarding the specific theme.

Each day is a challenge, but I do believe that everyone is doing their best in order to provide our students with the most beneficial Distance Learning possible.

Elementary Classroom - Ms. Allison Gebler

In Allison Gebler's Room 102 Virtual Classroom, the thematic units focused on spring, animals, home-based play learning, and adjusting to the new "normal". Each day, videos for distance learning included variations of class meeting, read along, basic skills training, and cooking. Additional cross-curricular activities were assigned individually via the BOOMCards App to allow for some opportunities of modified independent schoolwork.

A variety of lessons were provided to families via the virtual classroom google doc in the following subject areas:

-English Language Arts: letter and core word practice through songs and sign language, adapted read alongs of thematic stories, digital reading comprehension questions using picture answers, and multisensory handwriting tutorials.

-Math: counting, 1:1 correspondence practice, color and shape review through songs and using common household items.

-Science / Social Studies: germ experiments, slime recipes, and seasonal/holiday review through class meetings.

-Daily Living: visual schedules of self-help skills and songs/videos to review basic living skills. During the difficult adjustment to home instruction and distance learning, parents of the students in Room 102 shared some mastered skills that have been maintained. The following progress has been made by each individual student:

-Sebastian is working on BOOMCards each day to maintain his matching, sorting and receptive language skills. He continues to practice daily living skills (washing hands, brushing teeth, using utensils) and has been cooperative in wearing a mask when it is necessary for him to leave the house.

-Niall has maintained a low level of self-injurious and aggressive behaviors while home. He is tolerating a few minutes a day of assisted interaction with BOOMCards. He has begun to use his home visual choice board for 2 items.

-Dilan continues to practice toilet training and daily living skills (getting dressed, washing hands, toothbrushing).

-Jianna continues to practice toilet training and daily living skills (getting dressed, washing hands, toothbrushing).

-Levi has maintained a low level of self-injurious and aggressive behaviors while home. He continues to practice eating with a spoon.

Middle School Classroom - Ms. Susan Parenti

Our class has thoroughly enjoyed participating in life skills activities since distance learning has started. The students especially enjoy the cooking activities. Through video modeling, my students can follow the recipe with me. I taught the importance of following directions and it is a great way to get them to help out in the kitchen. The students can learn new vocabulary and use mathematics for different measurements. I also included printable recipes with visuals for the parents to use at home with their child. I posted the following cooking videos- baking cupcakes, making pizza and making pancakes. After each recipe, I included a story. I read the stories, "If you Give a Cat a Cupcake", "Pizza at Sally's" and "Pancakes, Pancakes". I also included activities to go along with each story. My staff and I also created a video about making the bed. This is a functional life skill. I also included a morning checklist that the parents can use at home to increase independence. I reviewed the steps and included a sequencing worksheet for making the bed.

In honor of Earth Day, my staff and I discussed the importance of recycling and what materials can be recycled. I created a recycling video on sorting recycled items and trash. I talked about the symbol for recycling, the recycling loop and discussed the meaning of it. I included a variety of language based and math activities to go along with the recycling theme. We elaborated on the instructional lesson by creating a video of myself reading an Earth Day story. I discussed the importance of Earth day and ways in which we can take care of the earth. My paraprofessional also read the Book- Lorax for Earth day. I included a variety of language based and math activities to go along with the Earth Day theme.

Physical Therapy - Ms. Aliza Fuerestein

Currently we have one physical therapist working 2 full days a week at Crossroads School. There are 12 students receiving individual physical therapy (PT) services with a total of 15 individual treatment spots, one PT group and two PT consultations.

This month has been spent transitioning into virtual learning. Each Monday I have emailed detailed physical therapy sessions corresponding to each student's mandates. Parents have been reporting positive feedback on my use of pre-recorded videos for these sessions. Videos are allowing for easier explanation of the given exercises and the students are enjoying seeing their therapist and hearing some familiar songs and verbal cues from our sessions.

In addition, I have been updating my virtual learning page each morning with more resources for our parents to use with our students. For example, I have put up videos on how to make easy obstacle courses at home with household items. I ran a series on stretching for our students (and their parents) that lasted multiple days. I have also posted videos containing yoga and other movement activities.

I continue to participate in regular teleconferences with parents, virtual IEP meetings and virtual staff meetings with my colleagues.

Overall, I have been receiving positive feedback from parents both via email and teleconferences. I plan to begin the transition to teletherapy at the end of this month.

I started Boom Learning for my students. Boom is a website that provides educational activities in which the parents can access through a computer or tablet. I am able to monitor the student's progress and it is individualized to each student. The parents have given me positive feedback and we will continue using this program.

Speech Therapy - Ms. Hope Weinstein, Ms. Jessica Pinzon, Ms. Catherine Serzan

Wow, what a whirlwind it has been! This quarantine from the COVID-19 outbreak has been taxing on all of us; however, we are stronger together and we will get through this. We have such a creative team at Crossroads School and the speech therapists have been working very hard to provide strategies and resources for home instruction to the parents and students.

The speech therapists have provided weekly lesson plans for their student's individual speech sessions they receive in school. For the first 2 weeks, the students and parents received hard copy take home packets in the mail for all academic and related services instruction. We have since moved to an E-learning model where parents are provided with weekly lesson plans for their student's individual sessions via email. In addition, the speech therapists have posted daily speech and language activities, strategies, and demonstration videos for parents every day on their UCESC Distance Learning webpages (links to webpages: [HWeinstein](#), [JPinzon](#), [CSerzan](#)).

Thematic lessons have been provided throughout the month of April, including: First day of Spring Scavenger Hunts, Easter Egg dying/coloring communication activities, and Earth day categorization games. The daily activities that have been posted on the speech therapist's web pages include: Core Word of the week videos (this week is "IN"), Youtube instruction for the PECS protocol, STEM science and engineering experiments, and much, much more fun and engaging suggestions. Furthermore, the speech therapists have created online instruction accounts for students through the BOOMCards application. The BOOMCards application has allowed us to provide instructional interactive materials for our students to practice their skills (e.g. identifying colors, receptive understanding of position words like in, on, under, etc.). It has also provided us with real-time results from the students in order to track their progress with a certain skill.

The speech therapists have also collaborated with classroom teachers and other related service providers during telephone and video conference sessions with parents and students. These have been the most exciting and happy moments of the speech therapists' weeks. We look forward to talking with our parents and seeing our students through the screens. These meetings with parents also enable us to provide direct strategies to parents with certain issues they may have with their student at home. We have enjoyed keeping up with our students and their families through this crisis and found ways to keep the faith. We find little ways to support our students and parents from a far, whether that is sending home additional resources for instruction, riding to a student's house for a birthday parade, or just talking on the phone with a stressed-out parent. It truly has been a difficult time for all, but we owe a lot to our dedicated and engaged families who work on the activities we send home.

Specific Student Outcomes

Karan G- Weekly correspondence with this student and his parents have been the most enjoyable parts of my week. Through weekly lessons and the BOOMCards application, this student has made good progress with his skills. For example, he has maintained a low level of aggressive behaviors and has been able to attend to activities and complete assignments for short durations of time. The parent was initially skeptical of this distance learning model; however, mom has reported positive outcomes for Karan. She shared with us that Karan has started to verbalize at home (e.g. “Ah!” to call for his family member’s attention at home). Mom has reported that she is most grateful for the advice and support she has received from the staff at Crossroads.

Niall D has maintained a low level of self-injurious behaviors and aggressive behaviors while home. He has begun to use his home visual choice board for 2 items.

Thomas C. and his mom have been doing some consistently amazing work at home! Thomas has enjoyed using BOOMCards and has been working on typing his own responses to questions on Google Forms. He is also working daily on Belly Breathing to help develop self-regulation skills.

HILLCREST SOUTH:

<p>Enrollment as of 3/25/20 Actual: 103 Changes: 2 Entered: 0 Exited: 2. One student received e-learning in Elizabeth and one moved out of state.</p>	<p>Intakes Pending General Ed.: NA Intakes Pending Sp. Ed.: NA</p>
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Staff and students have become more familiar and accustomed to Hillcrest Academy south Campuses (HAS) Distance Learning Program and Expectations. Staff create and post a 20-30-minute video that includes a 90-minute assignment on their scheduled post day in Google Classroom. During the last week of April teachers also began videoconferencing to supplement instruction, support tutoring and assist students with credit retrieval. Staff also completed March’s Student of the Month awards and restarted our School Spirit days in an attempt to bring a sense of school community and normalcy during these trying times.

Ms. Gonert, shared guidance counselor, worked with the administrators to ensure students were actively participating in their Distance Learning classes. Ms. Gronert addressed all graduation and credit retrieval concerns and made contact with all potential seniors to ensure they understood and were comfortable with their expectations in their classes and credit retrieval courses. The guidance counselor met with teachers via Google Hangout to discuss third Marking period grades and address any questions or concerns. Ms. Gronert will continue to monitor the students’ progress in their Distance Learning classes and credit retrieval courses as well as contact students and their families.

Ms. Gilchrist, social worker, primarily spent the school day contacting students. This is done by text, phone calls, and email. She was instrumental in identifying students who needed Chromebooks or are having difficulty accessing their classes. Ms. Gilchrist also assists students who individually reach out and need personalized intervention whether it be academic or personal. The social worker has prioritized all students in special education and DCF by reaching out to them weekly and providing individual services. The

information can be accessed on specialized confidential forms. Additionally, the social worker continues to track the seniors and the undergraduates who are attempting to graduate with their cohort year. Ms. Gilchrist has attended all staff meetings and participates in daily meetings with the principal and the guidance counselor.

The HAS Attendance Google Classroom was launched in April as part of our district's Distance Learning Program initiative and has been facilitated by Ms. Clark. This classroom was set up for students to log in for not only attendance purposes, but to also engage the student in reflecting on HAS' Quote of the Day. Daily participation in the HAS Google Attendance Classroom enables HAS students to also earn credit for their Success Seminar as well as utilize their creativity and critical thinking skills. Daily communication via emails and calls are made to families of students who do not log in to the Google Attendance Classroom. We have found that our outreach efforts have proved vital in helping resolve issues that our students and families are facing during this time.

After schools closed in Mid-March, much time has been spent adapting to the distance learning format. Ms. Rubin, nurse and health education teacher, created slideshows and videos with voice-overs for her lessons. She created questionnaires and quizzes in google forms to evaluate the students' comprehension. Ms. Rubin provided distance learning information about Coronavirus, reinforcing proper hand washing techniques, and social distancing. Ms. Rubin provided the HAS students with an online lesson about "hands only" CPR. The next health topic for HAS students is organ donation, which includes information about how to become an organ donor. Once the attendance in Google Classroom was created and all students had the means to access it, Ms. Rubin made absence calls daily, with the assistance of Ms. Clark. All student/parent communication has been documented in PowerSchool.

The students in Mr. Barone's health and physical education classes adjusted well to the distance learning platform. Mr. Barone posted assignments and videos that were related to fitness and sports like volleyball. Many of the videos were through the use of the program Loom, which allowed Mr. Barone to be seen in the video giving instruction and more detailed explanation to the students. In health education classes, students were working on First Aid and also received information on organ donation.

All of Ms. Ferrari's classes worked on establishing rules and procedures, rituals, as well as classroom and school expectations for student Distance Learning. There has been ongoing communication with students and parents about all HAS student expectations for Distant Learning. All mathematics assignments have been posted by 8:30 am on Tuesdays and Thursdays. Algebra credit retrieval has been reviewed every afternoon and updated by Monday morning by 8:30 am. All communications with parents are documented on the Communication Logs. There has been thorough examination of what should be communicated when speaking with parents. Careful attention has been given to the administrative directives as they have rolled out. A detailed list of expectations has been kept in hand when communicating with parents in effort to answer all questions asked. Google Meets has been set up for the students who have their consent form completed to provide students with assistance with their assignments. Stellar students have analyzed corrections made to assignments retaught themselves via video or email chats, and resubmitted Google Forms. The skills the algebra students worked on included graphing linear equations, inequalities, applying properties of exponents, applying properties of exponents involving quotients, determining the rule for exponential functions, graphing exponential functions, and the exponential growth model. The skills the geometry students worked on this month included finding angle measures using triangles, conditional,

inverse, converse and contrapositive statements, special right triangles, medians and altitudes, polygons, quadrilaterals, parallelograms, rhombuses, rectangles, and squares.

All of Mr. Sobieniak's classes worked on establishing rules and procedures for HAS's Distance Learning Program. Students of all mathematics classes utilized Khan Academy to complete their assignments. If needed, students watched Khan Academy videos and read articles that provided hints to help them understand the work. Students of algebra II classes learned properties of quadratic functions, how to factorize them, and how to solve different types of quadratic equations. Students of Probability and Statistics classes learned about permutations, combinations, and how to use them to calculate probabilities. Students were investigating many real-life application problems, and some were advised to complete extra work on Khan Academy to assist them to improve and develop their mathematics skills.

Ms. Holden's English classes completed a WebQuest research assignment dealing with famous women in commemoration of Women's History Month. In addition, students debated the pros and cons of having a Men's History Month. Additionally, Ms. Picciano (the art teacher) and Ms. Holden collaborated in organizing a field trip to Union County College for the Teen Arts Festival. However, the week of the scheduled event, Teen Arts was cancelled due to the Coronavirus. During the first two weeks of our Distancing Learning adventure, students worked on an informational reading packet and a fictional reading packet. The students also worked on The Diary of Anne Frank. Since students and teachers have to be quarantined, what better time to be going through the feelings of isolation and loneliness than during Holocaust Remembrance Month in April.

The month of April was first used to get students accustomed to the Distance Learning Program and students were given review lessons on Google Classroom during this time. Ms. Cioffi's lessons reviewed skills that were taught in March that were disrupted during the pandemic. Once students were using Google Classroom and had two weeks of distance learning, they continued learning the skills and content of the Unit 2 English curriculum maps. During April, students learned about tone and figurative language through video lessons teaching through Google Classroom. Students were then given assignments to complete after watching the videos to assess whether they grasped the skills. If students did not understand the skills, the teacher then posts videos to further explain the skills and material before students begin their next assignment. Future plans for this class are for students to review all of the important skills taught during Unit 2 that are necessary to write a long narrative piece demonstrating their mastery of these skills.

In Ms. Arora's forensic science classes, students studied bones. In this unit, they learned about the 206 different bones of the body. As a forensic student they were able to tell the sex, age, and cause of the deceased body by just looking at a few bones. They watched videos in which forensic anthropologists visualize the internal bone structure with the help of modern technology such as CT scans and Mass spectrometers that provide additional information about the dead body. In biology, students learned about Population Ecology. In this unit they were learning how and why population size changes over time, the factors affecting growth, as well as the stability and decline of populations. Students were able to give explanations about different populations by looking at the growth curve of that population.

Mr. Reichman and his chemistry, forensic science, and computer science students all began the Great Distance Learning Experiment of 2020 together on March 16th. Though the habits of their lives have been interrupted, the students have continued learning the best they can. Mr. Reichman has been recording video lessons for his students using technological tools provided by Google, Loom, and Miro. His

chemistry and forensics students have been completing assignments on Google Classroom, while his computer science students have continued to complete their lessons on code.org.

In Ms. Duarte's USI students continued to look at the impacts of WWII on human life through a focus on the origins and growth of the Holocaust. Students underwent this understanding through analysis of primary source documents, images, and testimonies. In Economics, students were able to gain an understanding of the importance of budgeting as they went through a simulation that challenged them to make various decisions with changing incomes. The lesson observed is that not only does your level of education impact your future financial decisions, but so does the social climate. Therefore, students were able to extend what's happening at the current moment globally to their class assignments. Although we are not face-to-face, we are adapting, and everyone is rising up to meet the current challenges.

In Ms. Wrzesinski's U.S. History I, U.S. History II and Modern World History classes, the students 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 students learned about Manifest Destiny, westward expansion, migration of all types of people to the west for better opportunities in life, and the idea of states' rights (state sovereignty) vs federal government. Students also learned about the Mexican American war where the US added more territory and states to the Union, issues with Native Americans in these areas, Native American boarding schools, the Trail of Tears and Dred Scott. Students are just beginning the impact of slavery on the US that will eventually lead the country into the Civil War. U.S. History II students concluded the causes of WWII. They have discussed the issues with the Treaty of Versailles that ended WWI, the harsh punishment of Germany which will lead the world into WWII and how this produced the rise of three dictators in the world (Hitler, Mussolini, and Emperor Hirohito of Japan). Students learned about D-Day and storming the beaches of Normandy, key battles in WWII that led to the recapture of France and eventually Germany to end the war. Students looked in depth at Hitler's life to see how he ended up being the person he was, the word totalitarianism, the book Mein Kampf, the Beer Hall Push where Hitler tried to take over the government and failed, Kristallnacht, the invasion of Poland, and the taking over of Sudetenland. Students just started the Holocaust and Hitler's Final Solution. Modern World History students finished their unit of WWI and have moved into the causes of WWII. This included the idea of appeasement, how Hitler was able to come to power, the negative impact of the Treaty of Versailles, the failure of the League of Nations, the taking over of Austria and the Sudetenland and eventually the invasion of Poland that will lead to WWII. Students just started to learn about Hitler and totalitarianism.

In Ms. Picciano's art classes, students were introduced to color theory through an online video. Pop Art was the second topic and they learned about this art movement through video and were asked to give examples of their own version of pop art as if they were planning for a project. This included modern and personal topics popular in culture today. There was an art history question and answer and a planning sheet. Students moved on to their first teacher-recorded video lecture on Loom which was all about Abstract Expressionism. The lecture highlighted its history, reading color and line, synesthesia, experiencing through the senses, and drawing to sound. Students interpreted non-objective art from their own point of view, listened to sound clips and were asked to either draw a line that represented the sound or describe a scene influenced by the sounds. Students then chose a non-representational piece of their own from the internet that spoke to them and included it in the document. They described why they were attracted to it and how it made them feel. Students are currently working on their second teacher-recorded lesson which included a lecture on the history of portraiture and Diane Arbus. They were shown who and

how Arbus chose her subjects and her method. Students were given several Arbus photos to look at to evaluate for characteristics and opinion.

HILLCREST/NORTH:

Enrollment as of: 4/28/2020 Actual: 88 Changes: None	Referrals: work in progress Drills: Last Fire Drill: 2/24/2020
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During the Distance Learning Program, advocates have been continuously working to contact students and parents regarding the distance learning process, attendance, grades, technology, and any other issues or concerns our students might be experiencing. Advocates have been keeping track of parent contact, technology and student involvement in courses on Google via a Google sheets tracker.

In Ms. Mendola’s English classes, students have continued to complete English assignments on Google Classroom. With April being National Poetry Month, for the last two weeks, students engaged in a poetry unit learning about all the elements of poetry such as lines, stanza, and rhyme scheme. Students also engaged in poetry analysis using a variety of poems, studied and dissected sonnets, and wrote a poetry analysis essay. Students just began a new assignment on *The Diary of Anne Frank*. Students are connecting literature and history while learning about Anne Frank, reading her diary, and paralleling her hiding experience with our current quarantine situation. Just this week, video conferencing was initiated via Google hangouts.

In Ms. Lederman’s English classes, students are transitioning from the Narrative Story Unit to the Poetry Unit. They have been focusing on Mood & Tone, Figurative Language (in narratives and in poems), Sound Devices, and Poetry Elements. Students read, annotated, and analyzed mood and tone with “We Can Get Them For You Wholesale”. Students read, annotated, analyzed mood and tone, and determined figurative language in “All Summer in a Day” and with various poems. Students also wrote their own examples of figurative language. Students learned about the sound devices used in poetry and the structure and forms poetry takes. Students learned how Shakespeare influenced many in hip hop and rap. Students compared Langston Hughes’s “Mother to Son” with Tupac’s “Dear Mama”.

In Creative Writing, students have been using Khan Academy to revisit grammar they might have learned previously. They have started with nouns, moved to verbs, and are currently on pronouns. Students have been watching the videos KA provides, doing the exercises, and completing the assessments.

In Health, students learned about the importance of organ donations. The students were assigned an article to read about Selena Gomez’s personal story as a transplant recipient. After reading the article, the students answered questions related to the article. Next the students took a National Drug and Alcohol IQ challenge, a knowledge quiz by the National Institute for Drug Abuse for Teens. The students reviewed a slide presentation on Hands Only CPR for the High School Student, watched a video produced by high school students for Texas to reinforce the slide show and answered questions related to the slide show content. The

students will also be viewing the interview between Steph Curry and Dr. Anthony Fauci with Steph Curry asking Dr. Fauci questions about the Covid19 virus. In PE, students continue to work toward the physical fitness goals with a tracker developed on the Google Classroom.

Probability & Statistics classes just completed the unit on normal distribution and the bell curve. This should help students understand the reference to “flattening the curve” referred to all over the media. This group had worked most of the first semester in Google Classroom while studying Statistics using Google Sheets. Familiarity has been helpful in the transition. In addition, they are viewing instructions as well as receiving assignments.

The Geometry class completed the unit on triangles and did a project involving the various centers of triangles. They used three points on a map of Elizabeth to determine which center to choose to find a location that was equidistant to three places or to three roads. Then they actually located the center on the map using angle bisectors and perpendicular bisectors. They have now moved into polygons and their properties presented in a new way. Distance learning has been a real challenge presenting figures and graphs to the students. This is the way of the future and they will be more prepared after mastering this transition.

Mrs. Machado’s Algebra students started the month of April completely via Google Classroom. Algebra 1 students watched Mrs. Machado’s Loom video to revisit the basics of graphing linear equations and learn how to use online tools to create graphs digitally. Once students made singular graphs of linear equations, they began graphing systems and analyzed these digital graphics to draw conclusions of real-life situations. For example, systems of linear equations were used to find the maturity size of different trees as a tribute to Earth Day. The unit grew into linear inequalities to best make decisions for different marketing strategies when producing and selling products. Algebra 2 students are using new online assessments via Edulastic to review all operations with Polynomials.

Computer Science has joined Code.org's episodes called CodeBreak. With schools closed and tens of millions of students at home, Mrs. Machado created a voice-over with lessons and weekly challenges to engage students of all abilities, even those without computers. April’s lessons include Algorithms, Prototypes and Encryptions. Each episode is led by a different celebrity guest appearance.

The month of April found Chemistry, Biology, and Forensic Science students striking off in a new direction with the commencement of their online distance learning journey. Fortunately, Chemistry and Biology students were able to continue their course of studies through the use of the materials provided on the New Jersey Center for Teacher Learning without any disruptions to continuity or instruction. Chemistry students continued their exploration into the periodic table and how electron configurations influence chemical properties, such as atomic radii, ionization energy, and metallic character. Biology students began their studies of the structure and function of DNA and its role in gene expression. Forensic Science students began their inquiry into the use of DNA evidence and began a project on wrongly convicted individuals exonerated through DNA. Next month, chemistry students will begin learning about atomic bonding, biology students will begin exploring DNA translation and mutation, and forensic science students will continue their inquiry into physical evidence.

Through distance learning, we have been able to continue instruction in our Spanish curriculum. Spanish learners identified verb conjugation in Spanish. They read long paragraphs and answer comprehension

questions. We also started our new unit on food. Spanish speaking students continue improving their reading and writing skills by reporting current events, writing poems and analyzing articles on different topics.

Social Studies classes have watched Mr. Van Cleef team up with Mr. Kaplan for “HANews”, where current events and stories from the past are presented to students on a mock news show. The goal is to both provide students with critical information they need during these times and to put a smile on their faces while doing so. Students can gain a better understanding of current world/ US news through an education filter. Students have been getting overwhelmed by the news but with HANews students get news that eases their nerves as well as teachers them. We are all trying to find ways to stay connected and stay positive.

Administration, school social workers, and the shared school counselor developed tracking spreadsheets for communicating with students and parents to assess their well-being, course work, attendance, grading, credit retrieval, and graduation progress. This has been accomplished through the Advocate Program as well as through Google Classroom, emails, phone calls when possible, and district alerts. HAN/HAS has been successful with implementing the distance learning initiative. Staff have excelled at providing education through Google Classroom and teleconferencing for students with administrators and support staff assisting the students and families.

NONPUBLIC:

Nonpublic Department Teachers, Speech Therapists and Child Study Team members continue to provide services to the nonpublic schools in the following districts: Berkeley Heights, Cedar Grove, Clark, Cranford, Elizabeth, Hillside, Kenilworth, Linden, New Providence, Plainfield, Roselle, Scotch Plains, Springfield, Summit, Union and Westfield. The teachers from the Nonpublic Services Department work collaboratively with their peers in the nonpublic school they serve. Many of the programs have moved to a push-in model for distant learning. This required our teachers to work less on remediation outside of the general education classroom (pull-out) and to work on ensuring student understanding of concepts in real time, in the general education class (push-in). This is done utilizing Google Classroom and Zoom. IXL Learning continues to be used for some students to reinforce concepts based on individual student needs.

For the first time, Consultation meetings will be held online. We are in the process of scheduling meetings with districts and the nonpublic school(s) within their town. 192/193, IDEA, Nursing, Technology, Security and Title I programs will be reviewed for the 2020-2021 school year.

The Director and Supervisor are in daily contact with the nonpublic teachers and speech therapists. Google Hangout meetings are scheduled weekly with staff to review student programming and needs. In addition to the weekly scheduled meetings, staff members speak, text or email the Director and Supervisor daily with questions about instruction/program needs.

Nonpublic Case Managers continue to meet mandated timelines for annual reviews. Teachers and parents participate in meetings either by Google Hangouts, Zoom or conference telephone calls.

TRANSITION:

Work Readiness Academy Anticipated Student Enrollments: 11 (Max 12)

Project SEARCH-Overlook Medical Center Anticipated Student Enrollment: 9 (Max 9)

Anticipated Sub-Contracted SLE Programs with UC School Districts: 3 (Plainfield, Elizabeth, and Summit)

The Work Readiness Academy has successfully transitioned to a distance learning model that includes a combination of online and live online instruction. The program distributed Chromebooks to all students' homes on March 13th and March 16th.

The distance learning program is utilizing both the Google Classroom and the Workplace Readiness Online Program through the Conover Company. Students are logging into the Google Classroom at 9am each day to complete a morning assignment posted by the instructor. Then at 9:30, they join their teacher for a live web-based call through Google Hangouts Meet. This virtual meeting allows time for the teacher to provide a "mini-lesson" and answer any questions the students may have about the assigned work. The students are then assigned an additional two hours' worth of work to complete independently. The teacher is available in the Google Hangout during this time in case students need one-on-one support. The students are also participating in weekly, virtual yoga class with Ashrams for Autism yoga studio.

Instructional topics covered this month include:

- Creating an effective cover letter
- How to be prepared for a "virtual" job interview
- Understanding appropriate social behavior in the workplace
- How to initiate and maintain healthy relationships

Additionally, we have provided families with information related to available mental health services, stress-reducing family activities, and resources on how to speak with their children about the current COVID-19 pandemic crisis.

The Work Readiness Academy targets students with disabilities (ages 17-to-21) who are in need of a comprehensive transition program with a significant focus on community-based work-learning. Students are referred from sending school districts across Union County.

The Project SEARCH program at Overlook Medical Center welcomed its 4th cohort this September. Nine student interns were selected this past May from an application pool of 20 candidates.

The Project SEARCH program at Overlook Medical Center has successfully transitioned to a hybrid distance learning model that includes a combination of online and live online instruction. The program distributed Chromebooks to all students' homes on March 13th and March 16th.

The distance learning program is utilizing both the Google Classroom and the Workplace Readiness Online Program through the Conover Company. Students are logging into the Google Classroom at 9am each day to complete a morning assignment posted by the instructor. Then at 9:30, they join their teacher for a live web-based call through Google Hangouts Meet. This virtual meeting allows time for the teacher to provide

a “mini-lesson” and answer any questions the students may have about the assigned work. The students are then assigned an additional 1.5 hours’ worth of work to complete independently. The teacher is available in the Google Hangout during this time in case students need one-on-one support.

Instructional topics covered this month include:

- Students are beginning the job search process. They are participating in weekly one-on-one sessions with our job developer.
- They have worked on creating personal Google Sites (websites) so they have an e-based platform to showcase their resume and other personal information.
- Students are practicing virtual job interviews in the case they need to participate in one as part of their job search.

Additionally, we have provided families with information related to available mental health services, stress-reducing family activities, and resources on how to speak with their children about the current COVID-19 pandemic crisis.

Project SEARCH is a collaborative effort between UCESC, Overlook Medical Center (part of Atlantic Health System), the NJ Division of Vocational Rehabilitation Services, Project HIRE (part of the Arc of New Jersey), the County of Union, the NJ Division of Developmental Disabilities, and NJTIP at Rutgers.

In 2019, UCESC officially became a vendor for Pre-Employment Transition Services through the New Jersey Division of Vocational Rehabilitation Services (DVRS). UCESC is currently receiving referrals from the Union County DVRS office to provide Job and Career Exploration Services to students from school districts across Union County -- at no additional charge.

UCESC is currently delivering a virtual model of the Job Exploration Counseling services.

For more information, district personnel should contact their local DVRS representative.

TRANSPORTATION:

Payments to our bus contractors have been delayed since the statewide shutdown occurred back in Mid-March. A3904/S2337 was passed in Mid-April allowing for districts to continue to make payments to vendors including bus contractors. Currently we are awaiting direction from the DOE on how to implement S2337 so contractors can be paid.

On March 27, 2020, the Motor Vehicle Commission conducted an on-site inspection of the remainder of the Commission’s fleet that was rescheduled from March 16, 2020 because of the statewide shutdown. Of the 9 vehicles in the fleet that were presented, all passed inspection. Our next mandatory Motor Vehicle Commission inspection will take place in September 2020.

An updated estimate of total yearly transportation costs is still being delayed in being sent to all participating districts due to the uncertainty of continued payments to contractors. The report was

scheduled to be prepared and sent out in the middle of April. Once we have guidance a report will be sent to our participating districts with their estimated costs for the 2019-2020 school year.

The cut-off date for the submission of summer school transportation applications was April 28, 2020. The cut-off date for the submission of transportation applications for the 2020-2021 school year is May 29, 2020. Strict adherence to these deadline dates is required. Packets containing all necessary information for the submission of fall applications were emailed to participating districts on May 4, 2020.

The transportation is in receipt of almost all of the participating districts ESY transportation applications but are missing three participating districts applications, Elizabeth, Hillside and Roselle. The transportation department has already started the preparation process in setting up 2020 ESY routes for students in the event ESY programs are held in the school buildings. Routing will begin the week of May 4, 2020. The coordinator will assess the routes to determine if it can be renewed or if it must go to bid. Bidding is to begin at the end of May and continue through mid-June.

TECHNOLOGY:

Our conference bridge service has been a complete success. We held the Commission's first public virtual board meeting on April 1st and received excellent feedback. We are ready to continue hosting virtual meetings as long as necessary.

The IT Department has used the time with staff off campus to complete pending upgrades and updates to our server and network infrastructure. We continue to replace older operating systems and are migrating services.

We have seen an extraordinary rise in email spam attacks. These callous hackers attempt to compromise our mailboxes to send thousands of emails to medical workers and first responders. We have taken multiple safety measures to prevent email abuse as a spam outbreak would cripple our ability to send critical emails.

As Chromebooks are now being used in our students' homes, we have implemented a geo-webfilter to protect the children from explicit web content. There are many more features this service offers and we will move forward with those multiple configurations gradually and steadily so as not to interfere with the successes we have achieved during distance learning.

We have implemented and configured new software that will make remote document and contract signing possible. Our department has tested it successfully and it is now being used by our staff.

IT staff have been in constant communication as our staff have moved to the remote work environment. We have implemented multiple remote connection solutions with great success and minimized our onsite presence to an as-needed basis. Network connectivity has been stable and stands as a testament to the hard work and effort of our department. We are incredibly grateful and proud of our team as they have gone above and beyond their responsibilities during these unprecedented times.

cc: Eric Larson, Business Administrator/Board Secretary