



Union County Educational Services Commission

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Report of the Superintendent to the Board of Directors June 3, 2020

WESTLAKE:

Enrollment as of May 21, 2020 Actual: 63 Changes: Entered: 0 Exited: 0	Referrals Intakes Scheduled: 3 Accepted: 3
Fire Drills: Building Closed due to Coronavirus Pandemic	Emergency Drills: Building Closed due to Coronavirus Pandemic
Suspensions: 0	

Westlake continues teaching through **LIVE** instruction and **LIVE** Tele-therapy sessions that have been very beneficial and successful for students under the Distance Learning Platform. Administrators have been visiting the live instruction sessions to see student learning in action and to stay connected to the students, families, and staff. It has been amazing to see students so engaged in learning through this platform as students with autism have difficulty learning in a typical classroom with many modifications needed. We have found that through technology, students have become even more engaged because they love technology. Teachers are embedding reinforcing videos as breaks between academics and developed very creative lessons and demonstrations that students can then do at home.

Parents have expressed eagerness for their children to return to school, however they have been champions in supporting their child's learning during the live instruction and tele-therapy sessions. Parents are able to experience first-hand and gain knowledge in their child's academic programs and learn how they can best participate in furthering their education. It has been a challenge for them, but with the support of everyone at Westlake we are assisting families in many ways. Assisting parents with technology issues have helped parents gain the knowledge needed to support their child whether learning to create an email, learning to video chat and sometimes participating with their child in a lesson. While increasing our parents' competence in technology we have surely strengthened the connections between our families and staff.

On May 21st we held an "Unsung Hero" Ceremony to honor Justin U., as Westlake Schools Unsung Hero for the 2019-2020 school year. Using Virtual online "google hangouts" Mrs. Tantilillo read her speech to Justin with his family and case manager present. Many Westlake staff also paid tribute to him. A certificate was printed and mailed a few days in advance and the ceremony was heart-warming and warranted for Justin who deserved to be recognized for his hard work, courage and for the efforts he puts in to assist his peers.

We are continuing to hold video IEP meetings and have almost completed all meetings. We also held three virtual intake meetings and accepted the three students. Two students will begin during our Extended School Year Program and one student will start in September.

Language Arts

Through distance learning, Mrs. Capizzi has her class learning about nouns. She is using the boom cards at a beginner, intermediate and advanced levels which she discussed during her lesson. Students complete a quiz and have homework worksheets to go along with the lesson. Mrs. Porchetta's class discussed Memorial Day and the American Flag during her lesson. She has students complete an exit ticket at the end of their lessons.

Math

Mrs. Shaw's class is working on the skill of finding the perimeter. Her lesson included the definition and model for what is the perimeter and the area. She included activities for beginners, intermediate and advanced levels. Mr. Carten has some students working on four-digit subtraction problems and other students working on finding the perimeter and sequencing place value.

Science

Mrs. Attlesey's live session showed students two different experiments that the students could do at home with supplies they have in their house. She demonstrated and asked questions during the experiments. She demonstrated how a piece of string can pick up an ice cube sitting in water when salt is poured on it. She also demonstrated how food coloring in a plate of milk makes different patterns and colors. Mrs. Convery's class listened to a book about sea turtles on you tube, then followed up reading about the life cycle of the sea turtle.

Social Studies

During Mrs. Fernandez's social studies lesson, the students reviewed a social story about wearing a face mask. They also worked on map skills using a printable map. Mrs. Pajewski showed students live feed of Panda bears from the zoo. They are pretty big panda's and students can go on at any time to watch them.

ADL's

Both Mrs. Palmer and Mrs. Roble's classes focus on activities of daily living in different ways. Mrs. Palmer's class focuses on independence and learning to live on your own by shopping, cooking, laundry skills, high level reading around a fifth-grade level and going to work skills in the Community. One activity they have worked on is Restaurant Math using fractions. Mrs. Roble's has students working on more tangible activities of identifying fruits and vegetables, washing hands and simple addition by adding fruits.

Physical Education

Mr. Shanfield has joined the school's distance learning program and has started posting to his web page. He has also sat in on teacher's live sessions to greet all of the students and their families. This week, he will begin Live instruction and has reached out to all the families to encourage participation. His current postings are great, and many videos are posted to keep students active and learn about stretching before beginning to exercise.

Art

Mrs. Caputo has had a great turn out to her art Live lessons. Many students are participating and enjoying her classes. She emails families on Mondays with the activity students will be completing. She attaches a visual page and lists the materials they may need in advance, so they are prepared once the lesson starts. During her live session she demonstrates the activity, has students follow along with the instructions she provided them and asks each student to show their work throughout the lesson so she can see their progress. Students have made great drawings including a vase with beautiful flowers by one of our budding artists.

Health

Nurse IJ has been in touch with many families to check in on how they are doing during the pandemic, offering support as needed. During health classes, she is talking with students about the Coronavirus and the precautions needed at this time. During teacher's live instruction time, Nurse IJ demonstrates washing hands, cleaning, wearing a mask and talks about reasons we are not in school.

Vocational

Our vocational teacher is work for students providing work during Live instruction time and also posting on her web page. Currently she is talking to students about work behaviors and different vocabulary that students may encounter in the workplace. Activities are provided for students to complete. Mrs. Swisher has been a great resource for our positive reinforcement system as she created a teacher web page for students to make videos and send pictures to appreciate their teachers. She will also be setting up a virtual talent show for students and staff to participate in.

Social Work

Mrs. Sandroek and Mr. Balassone continue to conduct video IEP meetings that have been very successful. We have discussed that when returning to school, it may be beneficial to continue these "google hangouts" meetings for IEP meetings to limit the amount of people coming into the building. Individual Counseling sessions continue with students who have expressed wanting to return to school and see their friends. As families continue to cope, the Social Workers assist them in balancing schoolwork, linking them to the correct person for technology needs and connecting with case managers.

The Social Workers continue to post daily on their web pages information that will help families cope and navigate through this time. As we begin to plan for our ESY program, the Social Worker's will help assist the Administrators with some Virtual field trips and assemblies to embed into our ESY schedule.

Behaviorist

The behaviorists continue to work hand and hand with the classroom teachers and sit in on their weekly call to parents. Strategies, coping skills and visuals are being made and sent to families for assistance. The behaviorists have been participating in webinars and workshops that will continue their Safety Care Training hours and are free at this time. They continue to supervise our RBT for her hours and post daily to their web page resources for families. They spend much of their time consulting with teachers and speaking with parents as it is difficult for many parents to have their children home all day.

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 May 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 <u>0</u> NP Pending: <u>0</u> Exited: <u>0</u> (non-NP) <u>0</u> (NP)	Fire Alarms: 0 Fire Drills: 0 Security Drills: 0
Referrals in April: 3 Intakes Scheduled: 2 Completed: 2 Acceptance Letter Sent: 4 Sending District Accepted LMA placement: 1 Placement Pending : 2	Suspension out of school: 0 In School Suspension: 0 HIB: 0

Administration

Lamberts Mill Academy continues to stand strong during the pandemic. Initially in March and April our students struggled with participation, although they were happy and healthy. We saw very little negative behaviors or students who were decompensating. During the month of May we started to see small pockets of negative behavior and students who started to decompensate or become medically fragile. In an attempt to turn around the negative behavior and provide more therapeutic support for our students, we implemented a few strategic changes. First, we designated more time to our Therapists for time-on-task therapy. We shifted most of our academic communications that took place between Therapists and parents/students over to our teachers. Currently our teachers are reaching out to the parents/students directly to communicate any academic information and to plan for any academic support that might be needed. Our teachers are reaching out weekly to the parents of our students who are most at-risk and struggling. In addition, our teachers are also reaching out bi-weekly to our parents of our students who are doing well, but still need our support. Our teachers are keeping a contact log to analyze and balance out the different types of communication that is taking place. We want to make sure that our phone calls aren't always about what is going wrong, but also what's going right. In addition, we have gone live with our Positive Behavioral Intervention Supports student management system. Our students are being rewarded for positive behavior that follows our school wide expectations of Respect, Responsibility, Safety and Kindness. In just the short time that we have made our changes, we have noticed more classroom participation as well as more parental involvement.

Live tutoring sessions given by Teachers and Paraprofessionals have begun and students are receiving the support they need to be engaged learners. We will continue to monitor the behavior and academic success of our students as we critique our program to find ways that we can become more effective and efficient so that our students have a chance to grow.

Academics

Middle School

In Math classes students have been working on decimal with multiple operations. We have been building on material that we started before distance learning began. Students have been doing sporadic work during the month. I have introduced ratios to them and some of the students have gravitated to it without hesitation. We will continue to work on ratios and proportions for the rest of the school year.

In science classes we have been working on Newsela scientific articles. They have been getting accustomed to scientific language and science in our everyday life. We have been having deep discussions about current events such as “the science of writer's block” and its effects on the world at large. We have also been working on textual understanding and using context clues to build a clearer and more developed idea of what science means beyond a classroom.

We continue our distance learning journey in Middle School with the welcomed addition of Google Small Group Tutoring, 1:1 Live Sessions, Video Lessons, and the introduction of PBIS Rewards to increase productivity. Students in the middle school have become masters at completing Google Forms and presenting research through Google Slides. This month in English Language Arts, students explored Text Structure. Teaching students to recognize common text structures found in expository texts can help students monitor their comprehension. Attempting to identify the text structure early on in the reading of a new text encourages the reader to question how subsequent sections of the text fit into the identified text structure. If a subsequent section does not seem to fit into that text structure, the reader is faced with one of two possibilities. Either the reader needs to reevaluate the choice of text structure, or they need to reevaluate their understanding of the text. Either way, the process of identifying the text structure will encourage the reader to monitor his or her comprehension of the text. Students have explored Description or List Structure, Cause and Effect Structure, Comparison/Contrast Structure, and Order/Sequence Structure.

In Social Studies students explored different types of landforms and their effects on our daily lives. Students learned about various landforms and what processes affect them. They learned that this allows us to make better judgement on where to build surface structures and how landscapes will evolve over time. Landforms are constantly changing. Some pose considerable geohazards to existing structures and planned structures. Major disasters can be avoided if we know and understand the threats posed by understanding the changes and the processes that are underway. Students explored local landforms through interactive research projects on Google Slides.

High School

English Language Arts & Literacy

We continue our distance learning through our Google Classroom platform, yet now it is enhanced by using Google meet for small group instruction or individual tutoring pending each student's individual needs. Students have also begun to be rewarded through our PBIS program where they earn points based on learning behaviors of academic responsibility and participation. This has increased the level of students' activity and productivity.

In ELA&L we have established a structured week which students can depend on as well as organize their learning. Each week we have a writing prompt in which students choose between describing “history” or responding to a “seed”. It is their history as they write primary documents during these unprecedented times. A “seed” is their choice of the given article, broadcast, tedtalk, tweet, etc. Weekly students interact with Read Theory individually focusing on literacy skills of reading comprehension and responsive writing. Another component of our weekly structured learning is where students have been absorbing an array of poems while using close reading skills to analyze their varied meanings. We look at connotation, attitude, theme and meaning of shifts in a writing. Students have increased their writing skills using the TPCASTT format to create Poetry analysis essays.

Through digital interactives students have been creating their own magnetic poems. Students have strengthened their figurative language knowledge with use of video games. We continue to use varied technology tools to enhance our distance learning as we prepare our students for varied platforms of communication, while developing their individual literacy skills.

Social Studies

As we are immersed in this pandemic, we are frequently looking at the effects on our communities and the world. We have looked at the impact in our own lives and the range of changes that have and will happen. Fridays continue as our current events day and have been filled with current topics and news. We are carefully watching the forces in Hong Kong as China seeks to impose its rule on what has been a largely democratic lifestyle. Sources suggest that if China accomplishes their goal, Hong Kong will lose its place as the economic power of that region. Our students have wondered what power the citizens in Hong Kong have to determine their own destiny - will they have their own version of the Boston Tea Party? Time will tell.

20th Century Civil Liberties continues to look at the impact ecological disasters have had on the societies in those regions. Deepwater Horizon, Agent Orange, and the Dust Bowl are the man-made situations that we have so far reviewed, World History has moved on to the stock market crash of 1929 and its impact. We have begun a review of the Great depression and the way lives were changed for many.

US History I has moved away from the Gilded Age as we look at the role of the Robber Barons and then begin a move into the Roaring Twenties. Students have been particularly interested in the change in the roles of women after World War I. US History II students have learned about the Cold War. So far we have looked at the Containment Policy of the US, the Korean War, the Berlin Airlift, and the pervasive Red Scare that consumed much of the country. Our twice weekly video discussion groups have been a great connector for our community as the students are again able to come together. They have had some brilliant discussions and debates about the steps for opening America.

Science

While teaching science remotely is a weird thing, we at least are getting quite a show from nature, as people slow way down and limit their footprint on the planet. All science students have been following live events from my porch, where a rude Cowbird displaced an egg from a nest (by kicking it overboard and smashing it, to lay her own egg. Environmental and Chemistry students have been studying climate change and greenhouse gases, which is another perfect topic as we see air quality and water quality improving from the pandemic. Of course, we all have spent some time understanding the science of viruses - not an experiment any of us wanted to do. Forensic students have been learning about forensic anthropology,

which is how we can identify individual characteristics from bones. Normally, we would be doing a modified facial reconstruction, so we are missing our classroom for sure. Biology students continue to dive into genetics. Without a pause for state testing, we are getting to go more in depth than usual. Our single Astronomy student is taking in the exciting time in history, watching the launch of the Crew Dragon mission by NASA and SpaceX and learning about our plans to explore Mars and the technologies we are developing in that quest. So, while this time away from in-person learning is definitely a struggle in many ways, we are trying to find new opportunities within the weirdness.

Mathematics

All LMA high school students have been continuing to use Google Classroom for distance learning in all mathematics courses. Every student has been working on Daily Do Now Logic questions which are working on their lateral thinking and allowing them to ‘think outside the box’. Students also receive daily attendance questions in which they think about different careers and employment, and look for connections with the Big Idea: How do we use mathematics outside of the classroom?

Students in Algebra class have been learning about working with datasets including finding outliers, different interquartile ranges, and determining if the data they are assessing is in fact ‘reliable’. Algebra 2 students have continued to work with interactive graphs of the coordinate plane, and how exponential functions create different properties of parabolas. These students have been using these interactive graphs to determine various properties of the parabolas including the min/max, y-intercepts, and locating a vertex.

Students taking Geometry have continued to build on foundational skills and formulas with 2 and 3 Dimensional objects and are working with more complex shapes and objects to determine volume and surface area. Not only are students learning about newer shapes; but they are getting practice working with more complex formulas that require multiple steps in order to get the answer correctly.

Finally, students in consumer mathematics have been reviewing and practicing how to find hourly wages, and hours worked for a particular time period. As more students are increasingly interested in obtaining employment jobs during these times, it is important that they truly understand how to read their paycheck and check a pay stub for accuracy. Students are also learning about the different deductions from their paychecks, and where that money is going with the state and federal taxes.

Spanish

This month students are working on the unit “*La Comida*” in Spanish class. The instructional plan through Google Classroom continues to support education in an online format. I have a continuum of delivery methods, such as a combination of technology or innovative use of Google Classroom for Distance Learning requirements. As part of the lesson plan, the teacher created a Pre-assessment about the unit to place students by levels of achievement. Some of the topics covered during the unit were presented using a video to describe different types of healthy foods and asked questions about how to keep students on healthy eating habits. The teacher asked different questions about healthy habits such as, “how does your culture influence what you eat, what factors influence a healthy lifestyle? Also, the TPR (Total Physical Response) Storytelling strategy allowed students to learn grammar, reading, writing and vocabulary, focusing only on students’ learning. Therefore, students had ample opportunities to practice and understand the lesson about healthy issues in Spanish. The teacher checks students’ comprehension daily by asking questions about the story “*La Comida Típica*” after it was told. Finally, the students are working on the Health Awareness Month “*El Mes de la Salud*” where they are going to create good recipes to eat healthy.

Physical Education and Health

Who would have ever thought you would be able to participate in Health and Physical Education solely through a computer screen? That is the test brought forth onto all Physical Education teachers across the globe. But luckily with the advancements in technology, we are able to still forge on and provide structured lessons as well as teach the fundamentals of all sport activities.

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 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 to the sports of volleyball, hockey, and golf through online videos and research. Students watched an actual hockey game and had to answer questions as if they were a sports broadcaster. This week students will practice golf swings in their own home and using visualization to imagine striking a golf ball and hitting down a fairway.

In Health, we continue to study our CPR/First Aid/AED unit. The American Red Cross manual was loaded onto Google Classroom and is being used to teach the material along with videos and self-practice. Students practiced skills such as proper removal of rubber gloves, CPR skills, using an AED, as well as what to do in the event of a breathing emergency. I also had the students download the American Red Cross phone app in the case they ever need it in an emergency.

LMA Clinical Department

During the month of May, the students and clinical team continue to work diligently while using Google Classroom and completing their distance learning. Our students do their best to engage as active participants with their therapists by completing their weekly sessions and daily life skills lessons. As we continue to move through this Pandemic the clinical team has prepared daily life skills lessons that focus on relevant topics that will support the student's mental health during this time. We have consistently followed the theme of mindfulness skills, healthy use of time management skills and wellness. May is also Mental Health Awareness month so the students have been given assignments, articles, videos, and resources that support Mental Health Awareness. The students continue to do an amazing job participating in their daily life skills through Google Classroom.

Individual therapists consistently meet with their individual students and families for weekly sessions and find Zoom sessions to be a perfect way to make that face to face connection. Ms. Pelaez and Ms. Fumi arrange all medication management for our students and use teletherapy for medication management as well. We are so very proud of our students during this time and hope to see them soon.

New Point Specialty

Enrollment as of April 27: 13 residents at NPS Students attending LMA-3

New Point students continue to respond well using the Distance Learning Model. The teachers have introduced *IXL* in order for students to work on their level and be challenged at their own pace. *IXL* allows teachers to recommend specific skills for students to focus on that week. *IXL* has proven to be an asset for our trauma-based population. Students are benefitting and seeing personal growth and results. Both

teachers at New Point have worked diligently to create an engaging Google Classroom. In addition to IXL and *Flocabulary* students are required to complete three to four Google classroom activities which focus on the curriculum. Teachers are able to collaborate, access and assign daily lessons for the students to complete. The teachers begin each day at NPS with a Zoom meeting in order to review and assign what the students will be completing each day. This activity allows the students to focus and the teachers are able to give mini lessons about the topics they will be covering. Teachers continue to use *Flocabulary* weekly. This program allows the students to improve their vocabulary and writing skills. At the end of the week teachers review current events using the “Week in Review”. Teachers discuss with the students their thoughts and expectations in regard to the global world.

CROSSROADS:

Enrollment as of May 18, 2020 Actual: 50 Changes: 0 Entered: 0 Exited: 0 Fire Drills : N/A	Referrals: 1 Intakes Scheduled: 0 Accepted: 0 Emergency Drills: N/A
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Crossroads Staff Distance Learning Plans and Video Conferencing Sessions

The need to provide a virtual learning model in response to the national pandemic 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 their 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.

Christina Witte’s Middle School Classroom

During our distance learning time, I have been trying to provide lessons that are congruent with what we would be doing in school right now. We started out following along with our chickens as they hatched eggs and I have been posting videos and activities all around the science of the chick life cycle. The kids were able to follow along as the baby chicks hatched and are growing every few days. On Fridays I have been posting Fun-Friday activities, such as cooking lessons with picture recipes and recipe reviews, fun chick videos, and virtual field trip videos from Doyle's Farm. We were scheduled to visit Doyle’s farm for our field trip at the end of April, and the farmer has been sending me virtual lessons and videos from the farm.

Apart from our daily learning plan on the website, parents and students have also been receiving individualized, interactive lessons, based on their children’s individual IEP goals. One of these teaching tools is BoomCards, which lets me create and assign customized, interactive lessons, primarily targeting

verbal behavior skill acquisition objectives, such as categorizing picture items or sorting things by size. I have also set up each student with a HappyNumbers math account. Each student is assigned math activities tailored to his or her learning and readiness level and they can complete them on their own pace. In addition, I have started a LightBox book subscription and I send out links to specific books on the websites. I then create other lessons, worksheets or activities based on the books I set up and post them on the daily learning webpage.

I have also been holding regular live teaching sessions twice per week for each student. During these live sessions, Elaina stands out the most as she was able to catch up to where we had left off when distance learning started with her skill acquisition programs. I am particularly proud of her steadily increasing participation. Using different aides to facilitate conversation skills, such as topic maps on my white board, holding up visuals and conversation cues on the computer screen, we have been able to work on and improve her reciprocal conversation skills. On one occasion, Elaina was able to tell me about the who, what and where of how she spent Mother's Day, and she was able to ask me the same questions.

Allison Gebler's Elementary School Classroom

Allison Gebler's Room 12's Virtual Classroom the thematic units focused on plant life cycles, 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 Boom Cards 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 meeting.
- Daily Living: visual schedules of self-help skills and songs/videos to review basic living skills.

Families shared some mastered skills that have been maintained:

- Sebastian continues to maintain skills using Boom Cards. He is also participating in Live Instruction with therapists and his teacher to practice interactive skills.
- Niall continues to maintain low self-injurious and aggressive behaviors while home. He is making some one-word verbalizations as fill in for video songs.
- Dilan continues to practice toilet training and daily living skills.
- Jianna is working to maintain skills using Boom Cards. She is also participating in Live Instruction with therapists and her teacher to practice interactive skills.
- Levi continues to maintain low self-injurious and aggressive behaviors while home.

Susan Parenti's Middle School Classroom

I have started individual live teaching sessions with my students. During the teleconferences, I work on the student's individualized goals from their IEPs. I prepare all my materials beforehand and create google slides for each of my students to follow along during each session.

I am continuing to use 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. I add new boom cards weekly for each of my students.

I also created a Happy Numbers account for each of my students. Happy Numbers is an individualized PK-5 online math curriculum designed for remote learning at home. Each student took a 20-question placement test to determine their appropriate starting point in the happy numbers' curriculum.

Life Skills

This month I have included 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 baking videos- baking brownies, making a chocolate banana smoothie.

After each recipe, I included a story. I read the story Froggy bakes a cake. I also included activities to go along with each story. I also discussed the importance of eating healthy foods and the food groups. I included worksheets and activities to reinforce these topics.

My paraprofessional also created a video about washing hands and sorting laundry. These are functional life skills. I reviewed the steps and included a sequencing worksheet for each activity. I also included some fine motor activities that the parents can create at home using household items. In Science, the students reviewed the plant life cycle, plant parts, and the plant parts we eat. My paraprofessional created a video in her garden and reviewed the names of different flowers. Another paraprofessional created a video on a carrot top experiment. She shared how to grow carrot tops.

During Social Studies classes, I discussed the importance of spreading joy during this difficult time. I included videos on activities such as drawing with sidewalk chalk or painting rocks with positive messages. I included activities for Mother's Day and sent out a message to all the Moms stating that I appreciate all their help with virtual learning. I also created a community places and helpers' theme. I read the book Community places and discussed the different locations and the purpose for each location. One of the classroom paraprofessionals created a video of walking to his favorite place in his community traveling to the library and the grocery store. I discussed how the students can learn all kinds of life skills from grocery store shopping including nutrition, making shopping lists, how to read labels, budgeting and trying new foods.

I created a video about going over a shopping list and putting away groceries into the correct location in the home. My paraprofessional created a video about looking through a circular to create a shopping list and comparison shop by looking at the prices of items. I also included a variety of activities that the students could do at home to reinforce the skills. In Math, the students and I reviewed the next dollar up

strategy through a video. It is a great way to help students who cannot make change be able to make purchases independently. I also included follow up worksheets.

Crossroads School Speech Therapy Department sessions

As distance learning continued over the past month the Crossroads School Speech Department, in addition to providing students and families with individual speech-language digital assignments, has a teletherapy program up and running. Live speech and language therapy sessions are being conducted with students via the Google Meet video platform. Our students and families are making phenomenal adjustments to these new ways of learning and we are most proud of them. The speech therapists continue to post 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 May, including Spring, Mother's Day, May Day and Cinco de Mayo. The daily activities that have been posted on the speech therapist's web pages include: language suggestions to use in the context of preparing a recipe, video instruction on manding, STEAM learning experiences, teaching responses to Who Questions, speech app suggestions and Core Word of the week videos (this week is "SEE"). The speech therapists continue to oversee student progress using the BOOMCards application when they are not engaging with students during teletherapy sessions.

For families who have opted for group teleconferences rather than individual teletherapy sessions the speech therapists continue to collaborate with classroom teachers and other related service providers during weekly telephone and video conferences with parents. We continue to provide direct strategies to parents with communication issues they face as they work with their children at home.

Specific Student Outcomes

Kevin F. has made enormous progress in his speech and language skills since our distance learning program has begun. He works regularly on the Boom Cards he is assigned, and the data is reflecting his improvements. He is using the Proloquo2Go application on his iPad nicely during weekly teletherapy sessions. He is even allowing his mom to assist him in some oral motor exercises as Hope facilitates them during sessions. A lot of credit goes to Kevin's mom, who really stepped up to partner with Kevin's therapeutic and educational team and to Kevin for making the best of this situation. It is very clear that when strong parent collaboration is present it makes all the difference in the student's progress.

Kaley Francis, Pre-School Disabled Classroom

This month, we have worked on the thematic unit of insects. Each week the students learned about a different insect. We started with caterpillars/butterflies, then ladybugs and then bumble bees. I have heard from various parents that the students have really been enjoying the different insects we have been learning about. We will end the month of May by learning about different types of birds and farm animals. The students have been provided with instructional videos and slideshows from their teachers that follow the weekly topic. Each morning, I post a daily greeting for my students saying "hello", telling them what day it is and what the weather at my house looks like. In my daily video I also review what day yesterday was and what day tomorrow will be. 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 to provide further detail regarding the specific theme.

We have found that we are beginning to get into a routine in this new way of teaching and learning.

HILLCREST SOUTH:

Enrollment as of 5/27/20 Actual: 103 Changes: 0 Entered: 0 Exited: 0	Intakes Pending General Ed.: Seven TBD Intakes Pending Sp. Ed.: Seats full
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Ms. Gonert, shared Guidance Counselor, worked alongside Dr. Balsamello, Principal, and Ms. Gilchrist, Social Worker, to schedule a senior meeting with each Hillcrest Academy South Campus (HAS) student to discuss their credit retrieval progress and graduation plan. The senior meetings went well, and the students were excited to meet and review their graduation status. Ms. Gronert has made contact with the seniors weekly to monitor their courses and assist with any post-secondary planning. Ms. Gronert continued to assist the teachers with any help in their Google Classrooms as well as contacting students who need assistance with their Google Classroom. Ms. Gronert will continue to monitor each student's attendance, grades, and credit retrieval work and be available for any concerns.

Ms. Gilchrist, Social Worker, has continued to spend the school day proactively contacting students and addressing issues as they arose. This was done by texts, phone calls, and emails. The Social worker also assists students who individually reach out and need a personalized intervention whether it be academic or personal. The Social Worker has prioritized all students in Special Education as well as DCF students by reaching out to them weekly and providing individual services. This can be accessed on her weekly logs that she forwards to the principal. Additionally, Ms. Gilchrist continued to track the potential seniors specifically and the undergraduates generally who are attempting to graduate in their cohort year. She has begun completing the DCF post-test and will meet in a virtual DCF meeting at the end of the month. Ms. Gilchrist has attended all weekly staff meetings and participates in a daily meeting with the principal and the guidance counselor.

The HAS Google Attendance Classroom, facilitated by Ms. Clark continued to serve as an integral part of our students virtual learning experience. During May, we saw an increase in students logging in for attendance purposes and to also reflect on HAS' Quote of the Day. We continue to strengthen our outreach efforts to our students and families by making daily attendance calls, follow-up emails, and offer support when needed. We have become keenly aware that the pandemic has greatly affected the work and life schedules of our HAS students and their families. We will continue to respond to our students' and families' needs as our journey of virtual learning continues.

Ms. Rubin, Nurse and Health Education teacher, provided the HAS students with online lessons about organ donation and how to become an organ donor. There were also video lessons about stress and anxiety, and she provided the students with tools to deal with stress. The next health topic for the students is summer safety. Ms. Rubin and Mr. Barone have been in contact with students via Live communications every Wednesday and Friday during virtual office hours. Several students have joined in and stated that they missed school. Ms. Rubin, along with assistance from Mrs. Clark, made absence calls daily, when a student does not respond to the quote of the day in the HAS Attendance classroom. All communication has been documented in PowerSchool. Ms. Rubin is also following up on students' need for technology at home and providing families with Technology Department contact information in Elizabeth. Ms. Rubin

has been in contact with Maria Prieto, Hillcrest North's Nurse and Health Education teacher, to be prepared for a possible return to school in the fall and what that might look like from a nursing perspective.

The students in Mr. Barone's Physical Education classes have been learning about the importance of physical activity during the pandemic. Mr. Barone has explained to the students that although we are not in school and remain home, there are still a number of ways to be physically active. Mr. Barone encourages students to take advantage of the nice weather and go outside for a walk or jog (social distancing of course). They have also discussed setting goals for lifelong fitness and the importance of safety. In Health, students have been learning about living with anxiety and coping with stress. These are stressful times and students have been learning about ways to cope with stress and anxiety.

All of Ms. Ferrari's classes have continued to work on establishing rules, procedures, rituals, and school expectations for Distance Learning. There has been ongoing communication with students and parents about all HAS student expectations. All communications with parents are documented on the Communication Logs, there are over 50 phone calls documented to date. In addition, parents and students have been sent very detailed emails in regard to assignments that are both completed and missing. The majority of parents and students have been very receptive to the reach out and have worked hard to be successful. A detailed list of expectations has been kept in hand when communicating with parents in an effort to answer all questions asked. Stellar students have attended video conferencing via Google Meets. Google Meets have been themed based on the concept for the day. For example, one Google Meet was titled Laws of Exponents Review. Students viewed problems projected on a marker board at my home. They worked together on solving problems about applying properties of exponents, applying properties of exponents involving quotients, determining the rule for exponential functions, and determining exponential growth models and decay models. Careful attention has been given to creating video lessons and mathematics assignments. The videos and assignments have been posted by 8:30 am on Tuesdays and Thursdays. Geometry students have viewed videos and completed assignments on quadrilaterals, parallelograms, proving quadrilaterals are parallelograms, rhombuses, rectangles, and squares, trapezoids and kites, and area of quadrilaterals.

All of Mr. Sobieniak's mathematics assignments have been posted by 8:30 am on Tuesdays and Thursdays. Each posted lesson consisted of a 20-30 minutes video lesson followed by a 90 minutes activity for students. Students of all mathematics classes used Khan Academy to complete their assignments. If needed, students could watch Khan Academy videos, read articles, and get hints to help them understand the work better. There has been ongoing communication with students and their parents about HAS student eprogress. All communications with parents are documented in the Communication Log. In addition, students and parents have been sent emails about students' achievements and distant learning expectations. Students whose parents completed the Video Conferencing Consent Google Form were invited to video lessons every Tuesday and Thursday. Students of Algebra 2 classes learned properties of exponential and radical functions. Students of Probability and Statistics classes learned about theoretical probability, probability using sample spaces, basic set operations, experimental probability, randomness, and simulation. Students were investigating many real-life applications problems. Some students were advised to complete extra work on Khan Academy to help them improve and develop their mathematics skills.

Students in Ms. Holden's English classes continued to get accustomed to Distance Learning using Google Classroom. The first week in May, students completed a unit on The Diary of Anne Frank. Students enjoyed writing their own diary entry reflecting on the pandemic and will continue this activity until the

end of the year. Ms. Holden starts her Distance Learning classes with a rap video based on the material being presented. This hooks the students into the lesson being taught that day. During their Distance Learning classes, students explored examples of Figures of Speech as they analyzed a smorgasbord of writings from famous poets including Maya Angelou, Carl Sandburg, William Blake, and Shakespeare. In commemoration of Memorial Day, students analyzed “In Flanders Field” by John McCrae. Ms. Holden advocates for our special education population. She continually reaches out to the special education students and their parents to help them navigate the Distance Learning Platform. Ms. Holden actively enlists her students’ participation in her live video conferences which are held twice a week. Calls were continuously made to parents and students alike. All the parents have been extremely interested and supportive of her efforts in educating their children.

Ms. Cioffi’s students continued to get accustomed to using Google Classroom and continued learning the skills and content of the English II curriculum. Students continued watching video lessons that the teacher posted twice a week teaching the new skills and content. These videos practice the same class prototype that the teacher used the entire school year. In the videos, the teacher introduces the new skills, practices the skill in the video with a higher-level text, and models how assignments should be completed. Then, students are assigned their own leveled text and practice the skills with the same assignment that the teacher modeled in the video lesson. In these lessons during the first half of May, students reviewed the skills that were taught in Unit II and then wrote their own narrative piece demonstrating the mastery of these skills. For the second half of May, students began Unit III Poetry Unit of the English curriculum where they review the narrative skills taught in Unit II but apply them to poetry. Future plans for students in June will teach students to create a culminating Google Slides presentation where they demonstrate the skills they learned in the unit in an assigned poem.

Ms. Arora’s students are doing their best in this new distance learning education program. Forensic Science students worked on impressive evidence. In this unit, they learned about different kinds of evidence like shoe print, tool mark, and how they can be collected from different kinds of surfaces. They also watched supplemental videos on different kinds of evidence and learned how forensic experts can determine the suspect with these evidences. These videos developed more interest in solving the mysteries of crime. In Biology, students researched Evolution. In this unit they are learning about how millions of species are formed from one species and they keep on evolving since life originated on earth. In Credit Retrieval, students were successful with a senior completing all of his Biology assignments and earned a 94%. Ms. Arora communicates with her students, advocates, and parents every week. As a result, students have applied more effort to complete their assignments with their best abilities. Live communications through Google Meet have been on every Tuesday and Thursday for each class. Some students started attending the live sessions, received benefits for this opportunity, and were able to complete their assignments with better results.

Mr. Reichman has been instructing his students according to the district’s Distance Learning policy. His Chemistry students have been learning about various chemical properties of elements such as atomic radius and ionization energy and have been practicing how to predict the relative magnitude of those properties based on the elements’ position on the periodic table. His Forensic Science students have been learning about the legal manners of death, the process of autopsy, and have been virtually exploring the methods applied by forensic entomologists to use insects to determine time of death. Mr. Reichman’s Computer Science students have finished their work with the web development languages of HTML and CSS and are beginning a code.org unit on coding related to entertainment and games.

Ms. Duarte's students continued to tackle distance learning with full force as they began to explore topics that extend into the current issues facing America. In Economics the complexities of managing the search for employment through a study of the Occupational Outlook Handbook. Students were able to understand the importance of knowing how quickly and/or slowly jobs are growing along with the criteria required for various jobs. In short, students walked away with an understanding of the necessity of higher education. This study then led to exploring the issues surrounding minimum wage in America, which is rather poignant at a time when many are without work. In USII, classes delved into the various movements that took hold throughout the 1960s/1970s by looking at the Korean War and the War in Vietnam. The wars were studied alongside the Cold War to draw attention to the ever-growing fear of nuclear war. It was important to highlight the origins of these current fears to help shine light on why things are as they are. Distance learning is separating us, but students are still reflecting on topics that remain at the forefront of history.

Ms. Wrzesinski's U.S. History I, U.S. History II, and Modern World History classes demonstrated critical thinking and analytical skills through the evaluation of primary and secondary sources. The teacher has been in contact with almost every student via Google classroom, email, Google Meet, and telephone. She reviewed grades, gave progress reports, answered any questions, and updated parents/ guardians on the status of her advocate students. U.S. History I students learned about sectionalism in 1800s United States, the issues of slavery that plagued the south as well as the different economic, and social divisions between the people of the north and south. Students completed their unit on the Civil War which consisted of many primary source documents aimed at slavery, the different economies, speeches from that era such as the Gettysburg Address among others. Students have just started their last unit: reconstruction. They have already completed the 13th-15th amendments, Jim Crow Law/ Black laws, KKK and civil rights issues from the late 1800s. U.S. History II students just concluded their WWII unit and Holocaust unit that consisted of virtual tours and PowerPoints of a few different concentration camps, the idea of racism, and civil rights restrictions during WWII and the end of WWII with the bombing of Hiroshima and Nagasaki. Students also looked at Japanese internment camps, women on the home front, propaganda posters and the division of such political ideologies like communism and democracy. Students will be starting their Cold War and Communism unit next week. Modern World History students just concluded their WWII unit. Students also looked in depth at the different roles the three different totalitarians played in the three axis countries (Japan, Germany, and Italy). Students also looked in depth at the different battle strategies of Germany (specifically related to Eastern Front) and how invading Russia was one of the many downfalls of Hitler. Students will be starting their civil war and genocide unit next week.

In Ms. Picciano's art classes, students explored three new topics in art during the month of May that all had themes relating to the value of art in everyday life. The first of the distant learning units was based on portraiture and the power of empathy. Classes continued portraiture in a unit that highlighted the work of Kehinde Wiley and also taught about appropriation, not only in his work but in media relevant to the students' lives. In this unit they learned about understanding new perspectives in art that changes with the time period. The focus of this unit was how art is valuable in learning to be open to new ideas and perspectives as they pertain to the changing circumstances of ethnic and social groups. Surrealism was introduced coupled with a brief lesson on Freud and his contributions to the field of psychology and understanding the human psyche. In this lesson, the value of art as it pertains to real life situations is learning to look within to find creativity. Students also learned about the science of dreams, the unconscious, why dreams are so strange due to the governing components of the brain while sleeping and, how Surrealism was born from the science of psychology. The following unit's theme was Visual

Intelligence, or, the value of improving observation skills, and how to analyze, propose good questions, and reflect not only in art but in everyday lives. This lesson was taught solving “mysteries” in art and how the value of finding a “pertinent negative” was just as important as what is observable. Students learned how first responders, medical professionals and investigators use the pertinent negative in order to solve problems. Students may apply the steps of becoming more visually intelligent in their lives. Finally, the current lesson focuses on the value of art as “non-verbal” communication. They were shown how Michelangelo embedded anatomical drawings into the biblical paintings in the Sistine chapel as a powerful and secret message to the pope reflecting his discontent for the Holy Roman Catholic Church and its influence on society, wealth and government. They were also introduced to Banksy, a graffiti artist who also presents his art in secret and speaks against the injustices of society, war, capitalism and establishment. These two artists were compared and their messages for change were explained in context to the geographical location of their artwork. Finally, students were asked to reflect upon how tattoos were a form of “non-verbal communication” in the context of self-expression and identity.

HILLCREST/NORTH:

<p>Enrollment as of: 5/28/2020 Actual: 88 Changes: None</p>	<p>Referrals: work in progress Drills: Last Fire Drill: 2/24/2020</p>
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HAN 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. Advocates have been especially keeping close track of seniors so that they are on target to graduate. Success seminar students were recently assigned a five-paragraph essay writing about an experience that changed them either during their time at Hillcrest or during COVID-19.

This month, the guidance counselor worked alongside Mr. Marquet and Ms. Goldenberg to schedule a senior meeting with each student to discuss their credit retrieval progress and graduation plan. The senior meetings went well, and the students were excited to meet and review their graduation status. Ms. Gronert has made contact with the seniors weekly to monitor their courses and assist with any post-secondary planning. Ms. Gronert and Ms. Goldenberg continue to assist the teachers with any help in their Google Classrooms as well as contacting students who need assistance with their Google Classroom. Ms. Gronert and Ms. Goldenberg will continue to monitor each student’s attendance, grades, and credit retrievals and be available for any concerns.

HAN teachers filmed themselves presenting awards to students in an effort to create a massive awards night video that went live Wednesday night. We were very proud of the video and only hope that students

felt appreciated through these efforts. Also, teachers filmed themselves saying inspiration messages to students in a video that was made two weeks ago. It was well received by our students.

Ms. Mendola and Mr. Kaplan are working on creating a yearbook webpage for students to commemorate the year, and share the artwork, photographs, and writings students had created for the yearbook over the course of the school year.

In English, students have continued to complete English assignments on Google Classroom. Students completed a unit on historical documents studying and analyzing the language of these documents and their effect on United States' history. Students read, analyzed, and compared/contrasted these documents. Students also studied the persuasive techniques of ethos, logos, pathos, and used those skills in another assignment in which they had to write a persuasive essay on a topic of their choice. Last week, students practiced reading and writing skills such as context clues and RACE responses using literature, "The Tell-Tale Heart," and an informational text, a Coronavirus article. This week students are engaging in expository writing as they write either an explanatory or informative essay on a topic of their choice. Video conferencing has been continuing via Google hangouts. Students have attended GoogleHangouts to ask questions about grades, assignments, graduation, and scholarships.

Also, in English, students have been analyzing Poetry. They have been focusing comparing and contrasting four different poems/songs: "If" Rudyard Kipling, "How Many" Zion I, "My Shot" *Hamilton* Lin-Manuel Miranda, and "Lose Yourself" Emimem. Students first annotated each poem/song and analyzed them by examining the different elements (with explanation and examples). Students then compared and contrasted the poems/songs in pairs. Students then wrote a thesis, used a graphic organizer to help structure their findings, and then write an analytical essay comparing and contrasting two poems/songs.

The month of May found Chemistry, Biology, and Forensic Science students continuing their online distance learning journey. Chemistry students finished their exploration into the periodic table and how electron configurations influence chemical properties, such as atomic radii, ionization energy, and metallic character and began studying ions and ionic bonding. Biology students finished their studies of the structure and function of DNA and its role in gene expression and began their studies of cellular respiration. Forensic Science students finished their inquiry into the use of DNA evidence and a project on wrongly convicted individuals exonerated through DNA. Next month, chemistry students will begin learning about covalent bonding, biology students will finish exploring cellular respiration, and forensic science students will continue their inquiry into physical evidence.

US History II continued keeping students engaged via "distant learning," during the month of May. Students focused on WWII with a concentrated effort to use more of the "google meet streams." Students learned about the many fronts of the war and how all the "players" got involved. For Civil Liberties, students have been focusing on the Holocaust. This has been done through the "online reading/ read along" of the graphic novel "MAUS." For US History I, students have been studying the causes and repercussions

of the American Civil War in the United States. In Economics, students compared the short and long-term economic effects of buying a car vs. leasing a car. These skills will help students make better Economic decisions in their futures.

In Spanish, students have worked on a variety of lessons on food and clothing vocabulary along with verb Spanish structure. Spanish speakers have improved their reading and writing skills by completing a variety of reading comprehension and creative writing activities.

This month health class covered several topics. First, they answered questions related to the interview that Steph Curry did with Dr. Anthony Fauci. The next assignment was viewing a video produced by the New York Times called “the Need for Medical Equipment During the Coronavirus Pandemic”. The next topic for students was the exploration of sleep. The students first viewed a video called “Sleep Deprivation in Teens.” This assignment was followed by the students researching questions given to them via a Google Form The last assignment in the sleep unit was to watch the video “How to Get a Better Sleep.” The virtual PE classes continue to work towards meeting their fitness goals through videos which explain the proper format of fitness exercises and keeping a fitness log.

The Prob & Stat class have completed the unit on permutations and combinations. They are now exploring probabilities with simple and compound events, dependent and independent events. The numbers are surprising how small a chance is for some events.

The Geometry students have completed the study of quadrilaterals and properties of some special polygons. The new unit is all about transformations that include translations, reflections, and rotations. Using coordinate geometry, we can communicate the understanding without trying to create drawings of the new image.

Teachers are continually learning more about technology and lesson presentations. Creating a video of our instructions to keep the connections strong is working with some of our students. Phone calls and emails are regularly made to encourage students to accept the challenges of distance learning. We have each contributed a segment of an inspirational video encouraging students to “Stay strong” because “You got this!”

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 continue to work collaboratively with their peers in the nonpublic schools they serve.

Consultation meetings for 2020-2021 school year for 192/193, IDEA, Nursing, Technology, Security and Title I programs continue to be held via Google Hangouts.

We received sad news that the Archdiocese of Newark will be closing Benedictine Academy-Elizabeth, St. Genevieve-Elizabeth, St. James-Springfield and Holy Spirit-Union at the end of this school year.

The Director and Supervisor are in daily contact with the nonpublic teachers and speech therapists. Google Hangout meetings are scheduled with staff to review student programming and needs. In addition to the 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 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:

- How to be prepared for a "virtual" job interview
- How to maintain healthy coworker relationships
- How to manage a basic checking and savings account with debit card
- How to manage anxiety and anger in the workplace
- Researching training requirements for specific career paths

This month we also launched weekly, individual virtual counseling sessions with those students who are preparing to graduate in June. During these sessions, staff are working with students on completing a student vocational profile, searching for job opportunities, and applying to post-secondary education or training programs.

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 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 continuing the job search process. They are participating in weekly one-on-one sessions with our job developer to identify possible employment opportunities.
- Students are finishing 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 case they need to participate in one as part of their job search.
- Students are learning about how continued supported employment services are delivered by Project HIRE, our adult services partner.

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:

Bid preparation for the extended school year transportation has begun in earnest. Bid openings are scheduled throughout June with some extended school year programs beginning as early as the last full week of June. The transportation department is conducting business as usual until we are told otherwise. No official announcement has been made from the Governor whether ESY will be taking place in the school buildings or continue to participate in distance learning. Until an official announcement has been made, we will prepare routes for students who may need to utilize busing.

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. We have entered into negotiations with our contractors and have collected data to analyze and to be discussed with the districts. We are hoping to have a resolution shortly.

TECHNOLOGY:

The Technology Department is working with administration to prepare for distance and blended learning in case the need arises in the 2020-2021 school year. Amongst the many enhancements, we are discussing the possibility of moving to a full 1-to-1 Chromebook initiative for our high school students.

We are implementing a brand-new asset management system to help us enumerate the large amount of technology in the Commission's possession. This will be extraordinarily helpful as we begin to collect the hardware we provided to our students when distance learning began. While the system is designed for hardware management, we will be able to use it for a great deal more including licensing renewals, software, hardware checkups and firmware upgrades.

We have been exploring virtual meeting options to enhance UCESC's abilities to share information and collaborate during board meetings.

We continue to deal with spam attacks however we remain vigilant and continue to improve our security measures. Since quarantine Russian spam attacks have been a constant nuisance.

Our IT staff continues to assist the entire UCESC team but have also extended our support to the students and families of Union County. We remain grateful for the staff's support and flexibility during these straining times.

cc: Eric Larson, Business Administrator/Board Secretary