



# Union County Educational Services Commission

45 Cardinal Drive • Westfield • New Jersey • 07090  
 (908) 233-9317 • FAX (908) 233-7432

## Report of the Superintendent to the Board of Directors October 7, 2020

### CROSSROADS SCHOOL:

Enrollment as of September 25, 2020 Actual: 45 Changes:1 Entered: 0 Exited: 1	Referrals: 1 Intakes Scheduled: 1 Accepted: 0
Fire Drills: 09/17/20	Emergency Drills:09/24/20

Crossroads School began the 2020-2021 academic school year on September 1st, 2020. Crossroads staff received professional development training over the first three days of school. District and school professional learning goals were identified by the administration with an emphasis on staff professional development on distance learning instructional strategies and techniques.

Multiple staff meetings have occurred throughout the month of September. Union County Educational Services Commission Acting Superintendent, Mr. Michael Kowalski, joined Crossroads Staff to provide our faculty with clarity and guidance as we embark on the unprecedented time of public school education.

All Crossroads certified staff actively participated in professional development opportunities with the Bergen County Educational Services Commission on Thursday, September 24, 2020. We collectively received training on a variety of distance learning curricula. The hands on training was well received by the Crossroads faculty and online resources such as “kahoot,” “pear deck,” and “nearpod,” were introduced by the presenters and our staff feel that these applications will engage our students and families during virtual learning.

### Classroom Highlights/Achievements:

#### Susan Parenti’s Middle School Classroom:

Each student in my class participates in individual live teaching sessions. 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 also provide lessons using the SRA and Edmark reading program.

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 create an instructional webpage each day for my students. On the webpage, I include videos of myself and the paraprofessionals. The videos consist of functional life skills, communication, receptive language, leisure skills, math, reading, social studies and science. Paired with each video are supplemental materials.

I communicate daily with the parents using the Class Dojo App. The parents can message me anytime with questions or concerns. I also post a daily check in on this app each day at 8:30 am. It includes the link to my page on the UCESC webpage. All content disciplines have been introduced to students and families.

### **Natalia Amador's Middle School classroom:**

For the month of September my staff and I have been working hard on establishing a strong rapport with our students and getting them to feel comfortable with our new "normal". We are also working on maintaining consistent rules and routines that will enable our students to be successful throughout their virtual learning sessions. All students at this point are being assessed and books are being updated to match their present academic levels. We have been speaking to parents about expectations, behavior plans, and academic progress.

In the area of social studies and science, we have been exploring various topics through reading, writing, crafts, and videos. We have researched topics such as: the Corona Virus and how to be safe in the community and in school, Labor Day, 9-11, and community helpers.

For ELA and math, all students are working on strengthening mastered skills prior to being introduced to upcoming concepts. Students are being assessed during various times, for example, during morning work they are working independently at home on completing mastered skills, however, I am using our virtual learning sessions to assess them on specific academic skills. All students continue to work on their individual educational plan and on their reading curriculum.

### **Christina Witte's Classroom:**

With the virtual start of this new school year we are offering several sessions of daily live instruction for every student, as well as several live group lessons. Elaina really stands out during this unusual instructional time. She actively participates in every lesson and has shown great improvement in all her academic skills, particularly in her reciprocal conversation skills.

For the students for whom the daily live virtual lessons are much more challenging, we create meaningful daily video lessons, based on their individual IEP goals. This way the students can follow along and practice these skills at home at their own pace and watch them repeatedly if necessary.

Danyael's and Lucky's live sessions stand out for their beneficial collaborative nature between the family, the classroom, speech, PT and OT. We have been able to capitalize on the opportunity to work together with the families on how to implement the skills and strategies taught meaningfully in their home in real time. Through this dynamic process, Danyael's family has been able to use a PEC communication system in the home and Danyael is now completely toilet trained and able to request the bathroom.

**UCESC Crossroads School Speech Department Distance Learning**  
**Hope Weinstein M.Ed., CCC-SLP, Jessica Pinzon M.A. CCC-SLP, Catherine Serzan M.S. CCC-SLP**

As UCESC has begun the new school year with remote learning for students this has not slowed down the speech department! Our live teletherapy program is up and running and many of our students and families are actively engaging in them. Live speech and language therapy sessions continue to be conducted via the Google Meet video platform. For those families who prefer to work at home without live sessions, speech therapists are sending out speech-language home activities that address students' goals and objectives. Some parents have requested a combination of live sessions and home assignments. 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 September, including: Back to School, apples and fall. 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 matching, receptive and expressive language involving actions, speech app suggestions and Core Word of the week videos (this week is "DOWN"). The BOOMCards application continues to be a popular resource for students, families and speech therapists alike.

In addition, speech therapists continue to collaborate with parents, caretakers, teachers, and other related service providers, whether during live discussions or via email, depending on what is best for families. We provide direct strategies to parents with communication issues they face as they work with their children at home.

**Specific Student Outcomes:**

Elaina H. has come to the remote learning model of education since it began in March with a great attitude and a fantastic work ethic. When September arrived, there was no exception. Elaina and her mom are a great team and they have worked hard to take advantage of all the opportunities that remote learning has to offer at Crossroads School. Elaina has started the year with a willingness to work on whatever her speech therapist presents to her. We are very proud of Elaina's hard work and we thank her mom for her great patience, perseverance, and support.

Tanzania A has made some great progress at home, despite the challenges of remote learning. She is now able to sit and attend to the screen for an extended period of time to complete speech and language activities. She has made measurable progress with her attention and reduction of negative behaviors with online teletherapy. Furthermore, she has demonstrated progress with answering questions spontaneously. We are very proud of Tanzi's progress and thank her family for supporting her through this different learning model.

**Physical Therapy- Aliza Feuerstein**

Currently we have one physical therapist working two days a week at Crossroads School. The first week of school was devoted to setting up my students and their families with remote physical therapy. Each family was called to discuss the various options for PT (live sessions, electronic sessions sent via email or a combination of both) and I created a schedule. Currently five of my students opted for live teletherapy each week and the rest are receiving electronic emails.

The live therapy sessions have been running very smoothly so far. The families participating seem enthusiastic about the process. I used my budget this year to purchase supplies that could be helpful to the families as they perform their PT sessions at home and began distributing items to some of my students. Items include balls, bean bags, floor markers and masking tape.

“Electronic therapy sessions” are sent to the families that have opted out of live PT at this time. These emails are custom made for each student based on their individual IEP goals and objectives. I mostly utilize video models of myself performing the exercises with detailed directions and tips on how to perform them at home. In addition, I included “hello” videos to each of my students in the first week of school to let them know that I am thinking of them and looking forward to seeing them back in school soon.

I am posting resources for our parents on my page on the commission website. I included resources such as “household items that can be used for PT sessions” and a list of apps that promote exercise and movement while at home.

### **Richard Horn’s Physical Education/Health Classes:**

During the course of the past month, I have been performing live lessons for students and parents as well as updating my Google Docs page on a daily basis with new stretches, exercises, games, activities, dances, movements, skill specific lessons/cue cards, and various activities that are health related. Health lessons have been made interactive which enhance subject matter and promote student growth. These lessons can be done on a computer, iPad, phone or tablet. Lessons this school year have focused on Covid-19 and Hygiene. I tried to take into consideration what supplies or equipment that families might have at home. I provided a mixture of things that can be done inside the house as well as out when the weather cooperates.

Parents and/or guardians were provided with multiple assessment sheets as well as a P.E. daily checklist to help keep track of student progress.

Distance learning has its challenges in a variety of ways, but as a collective team, we are doing an outstanding job. We have a tremendous group of people that pull together at all levels to accomplish what almost seemed impossible a long time ago. With everyone’s hard work and dedication, I truly believe that we are implementing a terrific virtual platform for students to learn and succeed.

### **Kaley Francis Pre-School Disabled Classroom:**

I cannot believe how fast the past 7 months have gone. Here we are starting a new school year-definitely not the way we pictured it, but we continue to learn through these challenging times.

We started our new school year out with the theme of back to school, all about me, apples, Fall and leaves. The students were provided videos, worksheets, read alouds and activities to address these various topics. I began videotaping and posting a daily greeting for my students each morning so they could see a familiar face. In this video, I would go over the calendar and weather for the day. My main goal of this personal video was to provide some comfort to my students during this challenging time while teaching the calendar and weather.

During my video conferences with my students and parents I have learned that the parents are working hard to continue a routine for the students and create school-like settings within their houses.

## HILLCREST ACADEMY NORTH:

**Enrollment as of:** 9/25/2020

**Actual:** 50

**Changes:** 2 students did not return. 1 student added.

**Referrals:** 1 referral

**Drills:** Fire Drill: 9/22/20

Communication Drill 9/24/20

September has been a productive month at HAN. Time has been spent ensuring that students are able to properly connect to the internet and attend all virtual classes. Contact has been made with both students and parents when students are having difficulty attending classes and/or completing work. The social worker has worked with the school counselor to meet with all seniors to discuss graduation requirements and plans, and future plans are starting to take shape.

A survey has been developed and is in the process of being completed so we can understand the direct impact the coronavirus has had on our students. Close communication has been kept with all teachers and advocates to ensure sensitivity to these students and their various situations. On Fridays we have begun SEL school wide activities. The social worker has meetings with each advocate group (9 of them) throughout the day, and they wrap up the day completing the assignment with their advocate.

US History 2 and Civil Liberties started the school year by learning the new expectations for online schooling. Students went through a series of meetings to get them fully comfortable with this new version of schooling. Once students became generally comfortable with the functions of online learning US History 2 and Civil Liberties began breaking down how the United States was founded on the institution of slavery. Students did this by reading primary documents, annotating and summarizing the documents.

In English, students read the short story “The Pedestrian” by Ray Bradbury. They then annotated the short story and answered the question: “What is the author’s point, and how did he prove it?” Students also answered some pre-reading questions for *Fahrenheit 451* to help them think critically. They also had a lesson on annotating on google docs and then they started annotating *Fahrenheit 451*. Students also began IXL.

Also, in English, students began the year by writing a letter of introduction to their teacher. The class began reading *The House on Mango Street*. They have also set up accounts on IXL. Each week students receive a lesson in a reading skill that is modeled and practiced using *The House of Mango Street*. Students are also assigned IXL diagnostic questions each week. Students have so far studied annotating and active reading strategies. Prior to each Google Meet on Monday and Wednesdays, students listen to a video lesson that models a reading skill and reads chapters from *The House of Mango Street*. Students are expected to come to the Google Meet ready to discuss the reading using the discussion questions assigned as a guide. During Google Meets, students review the assignment, discuss the reading, and go over reading comprehension questions related to *The House of Mango Street*. Students then work on an assignment of either a reading practice skill on Mondays or IXL diagnostic questions on Wednesdays.

In Creative Writing, students are starting each class answering creative questions. Students learned about synonyms and antonyms. We went over some of the English language’s most overused words: said, asked, happy and sad. Students brainstormed individually, and then as a class, to come up with different words

they could use instead of the overused words. Students learned about connotation and denotation. Students revised a story using different words to come up with a story with a different connotation.

Mrs. Machado began September by welcoming students and helping them navigate basic Google extensions and organizing their toolbars for Distance Learning. The students bookmarked frequent applications like Google Calendars, Google Gmail, Google Classroom, IXL.com and PowerSchool. In addition to making sure all students have their feet in ground, ready for the year, Mrs. Machado directed all Algebra students to use IXL Diagnostic Assessment. This Diagnostic was for students to answer questions in all levels of mathematics to learn more about themselves, pinpoint skills needed and share the placements in Number Sense, Geometry, Algebraic thinking and other areas. Mrs. Machado used the analytics provided by IXL to create individualized instruction for students to work on prerequisite skills they need to strengthen.

The new normal classroom requires teachers to be flexible and creative as well as fair, firm, caring and consistent. Classes are all virtual for the present somewhat similar to last spring. There is a greater effort to keep students connected, involved and making progress. Establishing a routine has not been easy for both teachers and students. Schedules are more defined, and students have to rely on technology for following procedures and rituals. Teachers are exploring new platforms for instruction such as IXL for math and English.

Students in Geometry class are studying the basics about notation, definitions and understanding figures. They are working on the distance formula and the Pythagorean Theorem. Many of their Algebra skills are required for applications in Geometry. Having a clear picture of their strengths and weaknesses will help the student as well as the teacher. This is the primary focus on implementing the IXL program. They are working on diagnostic questions similar to a pretest to create a baseline. They will also be working with skills directly connected to the Geometry curriculum.

Students in Probability and Statistics are also using IXL as a diagnostic tool. We will also rely heavily on Google Spreadsheets to explore statistics this semester. The first assignment examining the effects of an outlier on a set of data was done with a simple calculator. The same exercise is being done in Google Sheets complete with formulas and shortcuts. Sorting data and locating the median is one example of an easier way to deal with a large list of numbers. Statistics will allow the students to make more intelligent decisions based on data collected or published. It will support predictions that can be made based on the measures of central tendency. Students experience statistics daily in commercials, news, weather, reports and they need to better understand the interpretations of such data.

For Health this past month, the students began Unit 1-How Coronavirus is Spread. The 1<sup>st</sup> lesson was an introduction, the 2<sup>nd</sup> lesson titled “Bacteria vs. Viruses” in which the students viewed a video –Viruses vs Bacteria, what’s actually the difference? After viewing the video, the students completed a work sheet comparing the difference and similarities. The third lesson-How Viruses Infect Humans involved the students reading the Nat Geo article “There are More Viruses than Stars in the Universe. Why do only some infect us?” After reading the article, the students answered a variety of questions related to it. And the last lesson of the unit –How the Coronavirus Actually Spreads from Person to Person” was divided into 2 parts. In the first part they watched a video-CNN-This is how quickly coronavirus can spread. The second part, of the lesson asked the students to view a slide show and complete the missing information in each slide.

The month of September started with students working in a remote environment. While not a traditional start to the school year, most students have embraced online learning and have quickly fallen into a productive routine. Chemistry and Forensic Science students began their year by setting up a virtual interactive notebook using Google Slides that will allow them to keep a record of all of the work they produce and will help to ensure a seamless transition once in-person instruction resumes. Chemistry students are exploring the Big Bang and its role in the creation of all of the matter in the universe. Forensic Science students have been introduced to the intriguing world of the crime lab and have been researching and producing presentations on the various career choices in the forensic sciences. Next month, Chemistry students will begin to understand the atom and how we organize the unique properties of atoms using the periodic table. Forensic Science students will begin their studies of the various types of trace evidence and the collection techniques employed that allow it to be used as evidence permissible in court.

This month, Ms. Gronert, the school counselor, audited all of the transcripts to make sure each student was taking the correct courses needed for their individualized graduation plan. Ms. Gronert worked to ensure all schedules were entered correctly into UCESC PowerSchool for the teachers and students to utilize. The school counselor also created the Master Schedule in Elizabeth’s PowerSchool. All schedules were provided to the advocates to review with their students. Ms. Gronert and the school social workers have begun to meet with each senior virtually to review their graduation plan, credit retrievals, and post-secondary plans.

Ms. Gronert created all of the Credit Retrieval courses and trackers and reviewed the courses each student needs to retrieve for the 2020-2021 school year. The school counselor contacted each student to enroll them into the Introduction Credit Retrieval course and monitored their progress until completion. Upon completion of the introduction course, Ms. Gronert enrolls the students into their subject course. Ms. Gronert will continue to monitor each student’s academic progress and credit retrieval courses as well as meet with each student virtually to review their academic plan.

In Spanish, students learned to identify the 21 Spanish speaking countries, their location and the benefit of learning Spanish as a foreign language. Spanish learners are learning and practicing useful Spanish phrases. Spanish speakers are working on listening, reading comprehension and improving vocabulary knowledge through online stories.

**HILLCREST ACADEMY SOUTH:**

Enrollment as of 9/25/20 Actual: 87	Intakes Pending General Ed.: 2.
Changes: 7 Entered: 5 Exited: 2 (dropped out for GED/ Work)	Intakes Pending Sp. Ed.: Seats full.

The 2020-2021 school year started remotely for students, however staff returned to Hillcrest Academy South Campus (HAS). Staff continued to engage and monitor student progress through our Advocacy Program. Teachers are assigned up to 12 students and are responsible to communicate with parents weekly and track student progress throughout the week that includes a morning conference to review their schedule for the day, an afternoon meeting to end the school day, and a Friday Social Emotional Learning activity. Student, parent, and staff responses to the Distance Learning Advocacy Program has been extremely positive and yielded positive results regarding improved student engagement.

This month, Ms. Schulhafer (formally Ms. Gronert), the shared School Counselor with Hillcrest Academy North Campus (HAN), audited all of the transcripts to make sure each student was taking the correct courses needed for their individualized graduation plan. Ms. Schulhafer worked to ensure all schedules were entered correctly into UCESC's PowerSchool for the teachers and students to utilize. The School Counselor also created the Master Schedule in Elizabeth's PowerSchool. All schedules were provided to the advocates to review with their students. Ms. Schulhafer and the School Social Workers have begun to meet with each senior virtually to review their graduation plan, credit retrievals, and post-secondary plans. Ms. Schulhafer created all of the Credit Retrieval courses, trackers, and reviewed the courses each student requires to retrieve for the 2020-2021 school year. The School Counselor contacted each student to enroll them into the Introduction Credit Retrieval course and monitored their progress until completion. Upon completion of the Introduction course, Ms. Schulhafer enrolls the students into their subject course. Ms. Schulhafer will continue to monitor each student's academic progress and credit retrieval courses as well as meet with each student virtually to review their academic plan.

Ms. Gilchrist, Social Worker, has begun contacting students regarding their classes and grades. This was performed by text, calls, and emails. The Social Worker also assisted students who individually contacted her and required a personalized intervention whether it be academic or personal. The Social Worker continued to prioritize all students in Special Education and those involved with DCF by contacting them weekly and providing individual services. This can be accessed on her weekly logs that she forwards to the Principal. Ms. Gilchrist attended all staff meetings and participated in daily meetings with the Principal and the Guidance Counselor.

As the 2020-21 school year launched with distance learning, we immediately started exploring creative ways in which we could engage our students in the HAS Community Service Program. Currently, we are exploring potential opportunities with the Hamilton Education Program and developing the HAS "My Shot" project. The Freerice program continues to provide a way for students to earn their required hours online. The virtual HAS Rock the Vote-Voter Registration program was launched to all students in late September in recognition of National Voter Registration Day. The object of this community-based learning program was to educate students on the importance of voting and how to register to vote in the upcoming election. Students were then requested to transfer the knowledge they gained through the program with others in their home communities. We encourage everyone to join HAS to register and Rock the Vote!

Ms. Rubin, the School Nurse and Health Education Teacher, in collaboration with Mr. Barone, provided the HAS students with online lessons about communicable diseases and how to prevent the spread of viruses. Ms. Rubin and Mr. Barone met with HAS students for Live Instruction every Tuesday and Thursday. They had daily advocate sessions which were well attended. The advocate families have been receiving phone calls and emails with updates on the student progress every week. Ms. Rubin is a member of the HAS Pandemic Response Team (PRT) and has attended meetings to address concerns that came up with regards to having students return to HAS safely. Ms. Rubin has also been in contact with Maria Prieto at HAN to ensure that the nurses will be ready for the students to return to school safely.

This was the beginning of Ms. Picciano's art distance learning for the fall semester. Students have been responsive to the assignments, coming to live meetings, keeping open communication with the teachers, and being respectful in live meetings. This year started with a survey asking about each individual since getting to know students will not be the same as in the past. Students have been very responsive, and the teacher learned of their many talents and interests. The focus of this semester is to bring awareness to the role that "art" plays in all aspects of life, specifically, its importance to critical thinking, job skills,



enjoyment, and communication. This course also aims to reintroduce teens to their imaginative side and open their minds to being more aware through the senses. Students will learn that art is all around them.

At the start of the school year, Ms. Holden's English Distance Learning Classes spent time reviewing the routine and rituals to be followed for Remote Learning. Students set goals for themselves for the year and created their own Classroom Participation Rubric. All students were enrolled in the IXL Program and students are off to a great start improving their skills in Language Arts. Ms. Holden was surprised that the IXL Program even awarded her a Certificate of Achievement for her students passing a milestone. In celebration of Spanish Heritage Month, students researched a famous Spanish-American and wrote a short report on the person they researched. October is Italian-American Heritage Month and students will research an Italian American, as students continue to work on improving their Language Arts skills using IXL. As each day passes, students are settling into Distance Learning. The students in Special Education check in with Ms. Holden daily and she contacts home several times a week.

During the month of September Ms. Cioffi's English courses have been focusing on learning the routines and rituals of distance learning. Students have been learning when classes meet for Live Instruction and Live Remediation, reviewed how to complete assignments on Google Classroom, and other procedures such as due dates and sending emails. There has been regular communication with students and their families via phone calls and email in order to ensure students are aware of the distance learning procedures and expectations. Once English classes began, lessons have been centered on reviewing basic skills such as making annotating texts, summarizing, and identifying main and central ideas. Students need these foundational skills to build upon throughout the school year. Further plans for classes during distance learning are to continue regular meetings and communications with students and to provide detailed feedback in order for them to be aware of all expectations and succeed. English courses will continue learning the skills linked to the English Curriculum Consensus and Projected Maps.

In Ms. Arora's Forensic science classes, students worked on observation skills. In this unit, they learned how to become good observers and did a lot of virtual training. They also watched videos of detectives who solved various mysteries only on the basis of observation skills. Students then attempted to solve riddles on the basis of those skills. After this unit, they will start observing everything critically. In Environmental Science, students learnt about Natural resources. In this unit they understood why natural resources are important for us and how to manage those resources in a sustainable way, so everyone is able to get benefit of those resources in the present as well as in future. In credit retrieval, they finished their work successfully. A number of students completed the Introduction course and were enrolled in their assigned course. Ms. Arora communicated with parents every week about the progress of advocacy students. As for Live Instruction, Google Meets were every Tuesday and Thursday for her posted lessons for each class. Most of the students attended the Live sessions, benefited from this opportunity, and were able to do their assignments with flying colors.

Mr. Reichman has been instructing his students according to the district's Full Distance Learning policy and teaching schedule. They are all becoming more comfortable with distance learning and are all thankful to the Union County Freeholders and the UCESF for their grants that made a one-to-one ratio of Chromebooks to students possible. Mr. Reichman's Chemistry students are learning about classifications and properties of matter. His Forensic Science students are getting a crash course in the law and criminal justice system in the United States. His Computer Science students are learning a new problem-solving procedure, which they will be practicing the entire year both in the course and in their lives outside of school.

All of Mr. Sobiniak's classes have worked on establishing rules and procedures, rituals and classroom expectations for Student Distance Learning. There has been ongoing communication with students and their parents about HAS student expectations for Student Distant Learning. 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. All mathematics assignments have been posted by 8:30 am on Tuesdays and Thursdays with each posted lesson consisting of his video followed by IXL activity for students. Students at our school are able to use IXL for the first time this school year. IXL provides personalized learning in more than 8500 topics. Interactive questions, awards and certificates keep students motivated as they master skills. All mathematics students were working on their IXL personalized learning plan. Additionally, students were advised to complete extra work on IXL to help them improve and develop their mathematics skills.

Ms. Ferrari's classes have continued to work 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. All communications with parents and emails have been documented. In addition, parents and students have been sent very detailed emails in regards missing Live Meets and missing assignments. As a result, the number of students attending Live Instruction is increasing. The Advocacy Program is truly helping to assess technology issues for the entire student body. The advocates worked on different innovative ways to keep our meets interesting like creating profiles with a photo or bitmoji. The videos and assignments have been posted on Tuesdays and Thursdays. On Tuesdays, the students worked on Diagnostic Mathematics work on IXL. The HAS mathematics teachers assessed ways to clearly define the expectations for the students. For example, the students were required to work on IXL Diagnostic for one full hour. It was explained to them how the teachers can view the time spent, the number of problems completed and quality of their work. Algebra II students have viewed and completed assignments on the coordinate plane, intercepts and linear equations, and slope and rate of change. Algebra I students worked on real numbers and operations, applying orders of operations, and solving linear equations. Geometry students have viewed videos and completed assignments on basic geometric constructions. Codecogs was utilized to import rational equations into Google Forms. Students completed multiple choice questions, marked all that apply questions and analytical long text questions on their assignments. Pictures were also imported into Google Forms that included but was not limited to exponential and linear graphs, two dimensional and three-dimensional figures, and pictures of mathematical applications of various careers.

The 2020-2021 school year began a bit differently this year but remains full of great hope and many learning opportunities for Ms. Duarte and her classes. Amongst these opportunities we find our students becoming flexible and adapting to new modes of learning. Students have quickly learned to navigate Google Classroom as they work on completing class work, joining live class sessions, and participating in classroom assignments. More closely, in US II, students delved into the study of the Progressive Era and looking at the changes taking place within society. These changes include new immigration patterns, the growth of cities, and the many challenges that accompanied this era. Students completed this study through primary source analysis of both images and first-hand accounts. They will now bring this study to 2020 as they learn to understand the current political climate surrounding the discussion of immigration. In Economics students were able to quickly learn about the importance of budgeting as they used resources gathered from Bank of America that provide them with guidance on the steps to budgeting and the ways in which people spend their money. Students found this information to be fascinating as they looked within their own communities to understand how various individuals spend their income. All together, we are learning to explore the digital learning world and it's coming along smoothly.

During the month of September, 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. Sources included artwork, primary and secondary texts, and audio/video elements. Also, the month of September was geared towards advocacy and interacting with students and parents in order to achieve the best possible outcome with distance learning. Teachers met with their advocacy students twice a day to discuss grades, any issues, or concerns and to provide up to date information and feedback to these students while incorporating SEL techniques. U.S. History I classes began their Age of Exploration unit. This unit thus far has introduced students as to why people explore, what they are looking for, and why they want to spread their religion to other parts of the world. Students began with Portuguese exploration, their motives, key explorers such as Vasco da Gama, Prince Henry the Navigator and Bartolomeu Dias, important trade routes, European and African geography, and map skills. U.S. History II classes began their American Industrial Revolution unit also known as the Gilded Age. Students were given two introductory lessons about this topic to give some understanding to this time period before they delve deeper into this subject. The first assignment was a primary source picture analysis of some of the key happenings during that time. It included a flyer for the Haymarket Riot, a picture from the inside of a factory to show immigrant inequality, a banner hung by the NAACP, a political cartoon about robber barons and a women's suffrage march. Students then looked at the impact of railroads during this time. Modern World History classes completed two lessons on enduring issues throughout history. The class is started this way to get students to think about the bigger picture in terms of world history and how the same issues are constantly recurring and to be mindful of them. After their enduring issues lesson, students started their Renaissance unit. They learned the basis of when it occurred, why it occurred, what it means, the different social classes and a couple of the prominent figures at this time.

Mr. Barone has been collaborating with Ms. Rubin to teach students Health to start the school year. During the month of September, they have covered numerous topics such as communicable diseases and learning how to stop the spread of viruses. Mr. Barone has also been discussing current events with the students and has had numerous discussions about the COVID-19 pandemic. Mr. Barone and Ms. Rubin have been very pleased with student participation throughout the first month of the school year.

**LAMBERTS MILL ACADEMY:**

<p><b>As of September 2020</b></p> <p>LMA Actual: <u>4</u> LMA District - Non-NP: <u>33</u></p> <p><b>New Point Specialty at LMA: <u>7</u></b></p> <p>Changes: <u>10</u> Entered: <u>5</u> (Non NP) <u>4</u> NP  Pending: <u>0</u> Exited: <u>0</u> (non-NP) <u>0</u> (NP)</p>	<p>Fire Alarms: <u>1</u>  Fire Drills: <u>1-9/21/20</u></p> <p>Communications Drill: <u>1- 9/25/20</u>  Security Drills: <u>0</u></p>
<p>Referrals in August: <u>3</u>  Intakes Scheduled: <u>0</u> Completed: <u>0</u>  Acceptance Letter Sent: <u>0</u>  Sending District Accepted LMA placement: <u>0</u>  Placement Pending: <u>0</u></p>	<p>Suspension out of school: <u>0</u>  In School Suspension: <u>0</u>  HIB: <u>0</u></p>

## **Administration**

LMA continues to move forward in a positive direction. We have seen huge improvements in our student engagement. At the beginning of the COVID outbreak we saw just under one third participation and now we see just above fifty percent participation. We continually brainstorm ways to better engage our students academically and clinically. Our teachers and clinicians have become increasingly more confident in their abilities to use distance learning tools to reach our students. I am constantly impressed with how our staff take on the task of supporting our students with such vigor. As we move forward into the school year, we constantly update our master schedule in an attempt to meet the needs of our students and our teachers in this ever-changing time of uncertainty. I know I can speak for my staff when I say that we are looking forward to being face to face with all of our students.

## **Academics**

### **Middle School**

#### **English**

We have started the year with work on finding main themes and main ideas in stories. A number of content types have been used to vary the work. Most has been connected to their History subject allowing for a coordination of learning. Student participation has been consistent.

Students have been taking the diagnostic portion of our new online program IXL, to identify their strengths and areas for growth.

#### **History**

The class has begun a review of Citizenship. We have looked at the Bill of Rights and have tried to relate these guidelines to current life situations. One student wondered why the word alien was chosen to name a non-citizen as we also use this to refer to outer space life - interesting perspective.

#### **Math**

To be back in school is a great start on the road to normalcy. Despite the current state of our nation, we show up and do the best that we can with each other. We look forward to having our students in the building soon.

My students were introduced to IXL, which is a math program. Students are given a diagnostic to determine their current ability levels. As students work, I am able to see their progress and I also have the ability to praise and encourage them as they stay on task. At the end of each session, IXL offers a dashboard with an analytic option. This option helps me to determine the student's skills started and mastered. It also breaks down the amount of time the students spend on the program. Once students are finished with their diagnostics/assessments, we will have a starting point for their next category of learning. Google classroom has been the bridge for Math and Science to my students.

#### **Science**

Students have started to work on breaking down the scientific method. They were able to identify various items in their homes that were considered chemicals. We watched some videos online that demonstrated

what some chemicals look like as an experiment. Students were given a simple experiment to do at home and use the scientific method to document their responses.

## **High School**

### **Social Studies:**

Living history has certainly been a clear description of active and meaningful conversations that have filled time in Social Studies. The current COVID situation brought great fear about a new biological war of sorts. We jumped back in time and briefly looked at other pandemics throughout time; another time when it seemed the world could be on the brink of biological/natural contingent war. Our students have not felt this level of fear before and it certainly opened lines of conversation and discussion. The election process has also brought out many strong feelings and has clarified for many of our students the role of our Congress in managing our nation and the importance of each citizen.

With the onset of civil unrest and racial injustice in our country we find that in our routine studies, we find World History students looking at the government in South America and the role that revolutions have played in the development of their countries. Students in 20th Century Civil Liberties have studied the Civil Rights Movement of the US and will soon compare it to other struggles in our world.

US History I students continue their look at the Civil War. Careful review of the battles and leadership will predict the outcome of the war and the course for the nation. The study of WW I finds the US History II students reviewing the causes, impact, and outcomes for the world as a result of the 'Great War.'

### **Mathematics:**

All high school students have been becoming familiar, or refreshed on Google Classroom, and the Live teaching instruction sessions. All students have also began signing into IXL.com to complete a diagnostic assessment of their current mathematical levels, and to begin creating an individualized program that will work on their specific needs on skill remediation. Students appear to be receptive to the format of IXL.com, and comfortable completing assignments at the moment.

All high school students spent time thinking about and discussing how mathematics are used outside of the school. Students are linking different careers to different mathematical skills and how they are used in the classroom. Students also researched each career and examined what the background and schooling is required for each career. Finally, students are now engaging in their content specific course work. Consumer mathematics students are learning about different ways to be paid and comparing and contrasting them. Students in Algebra 2 are reviewing linear equations with interactive graphing calculators used on websites. Students in Geometry are exploring basic geometric concepts, and identifying them to common objects (maps, houses, etc.). Finally, students in Algebra 1 have begun to work with order of operations and are learning the importance of following a sequential set of directions in order to correctly solve a multiple step problem.

### **Science:**

For the week of 9/8 - 9/11, focused on activities to get to know students better. The activities included completing charts with the use of images or text to describe traits, hobbies, pets, Top 10 favorites (food, music, tv shows/movies) - points of interest. Students worked on a writing prompt to describe their

calming strategies or the tools they use to help them cope. For the proceeding weeks the following types of assignments were posted to correlate with the topic “What skills scientists use?”, research based assignments(current event & Jane Goodall), reading comprehension exercise, virtual M&M experiment, and analyzing data (pie chart),

Google Classroom was used to disseminate assignments. Google Slides were used to create presentations with video links to engage students to learn about Jane Goodall, outline the live instruction lessons, and chart type assignments created to organize data students collected from their research. Google Forms created for assessment purposes and attendance questions. Genius Scan is used to post reading passages.

### **English:**

We have begun the school year focused on learning routines and group norms in our learning communities to ensure a smooth, organized, and productive learning environment. We have had active live instruction participation while assisting students in varied technology skills to bookmark core academic supports to assist in having the focus be on ELA&L content as we progress.

We have been reviewing skills and attaining a baseline for instruction as we began our first Unit of Argumentative Writing and Informational text. We have had varied texts, upon which we reviewed skills such as argumentative and informational content and their structures, summarizing, making claims while supporting with textual evidence.

Students have welcomed invitations to tutoring sessions to work on individual skills or just have a cohort to work with when distance learning at home. Additionally, the learning community has benefited by all the input about varied technology to not just engage but integrate our literacy skills as well. Albeit we are in the most unusual times and continual uncertainty, through structured support and student rapport, the students have been adapting as a learning community and striving with such self-efficacy.

### **Spanish:**

This month an instructional plan through Google Classroom continues education in an online format. I have a continuum of delivery methods, such as a combination of technology or innovative use of paper packets for Distance Learning requirements. This month students are working on the unit Daily life “*Para Empezar*” and Personal Identity in Spanish class, in Middle and High School classes. Students are able to develop the class rules and identify individual phrases in context. Other areas that need to be addressed within the first weeks of school are giving students a list of materials that will be needed daily and communicating the methods that will be used to assess their work (i.e. rubrics and reflection forms). Also, students have taken a pre-assessment to aid in placing them in different levels. Also, based on test results students completed an academic Spanish vocabulary assessment to depict their baseline knowledge and create their own learning goals. Based on a student’s current level of performance, students interacted with each other using TPR (Total Physical Response) Storytelling during live instruction, introducing themselves and others. Therefore, students had ample opportunities to practice and understand the lesson about greeting each other in Spanish. The students start to celebrate the Hispanic Heritage Month from September 15th through October 15th by working on a project called “*Los Hispanos Famosos*”. Therefore, the students are researching the generations of Hispanic Americans who have positively influenced and enriched our nation and society around the world.

## **Physical Education/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 that engage learners of all ages.

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.

In Health, we are concentrating on the coronavirus pandemic that has swept the globe. Students are being kept up to date with current trends and events that are affecting us. We are reviewing proper hand-washing techniques, proper face mask wearing, personal responsibility, and how the virus is transmitted.

## **LMA Clinical Department**

As we open up the 2020-2021 school year and continue to work remotely with our students, the clinical team has been working diligently to make sure all students are active and engaged with google classroom. The clinicians have reviewed with the students how to navigate google classroom and how to accurately join google meets for each class.

The clinicians begin each day engaging our students in their daily life skills group. The students report enjoying live activity for life skills and easily engage in the topics. We began the school year discussing COVID-19 and how this Pandemic has impacted them in their daily lives. We centered discussions around their feelings of uncertainty and how to cope with their thoughts and emotions during such a time of change. Throughout the morning group we reinforce the use of mindfulness skills, healthy use of time management skills and wellness. We end the week with our Social Skills group where we review the week and work on getting organized for the upcoming week. The students truly enjoy being able to interact with their peers and staff when they are on live instruction.

Individual clinicians consistently meet with their individual students and families for weekly sessions via Zoom platform. The students really look forward to their weekly sessions since it allows the individual face to face connection with therapeutic staff, while feeling like they are being supported and getting their individual needs met.

Ms. Pelaez schedules all medication management for our students with Ms. Fumi every Thursday. Recognizing the importance of face to face contact with our students, to provide medication management, the team problem solved with administration how to meet this need beyond the use of Zoom platform. Therefore, Ms. Pelaez has reached out to families requesting that the guardian transport the student to LMA to meet with Ms. Fumi on their scheduled day for medication needs. We have set up an area outside of the school building where Ms. Fumi meets with the student, while properly socially distancing from the student and wearing face coverings at all times. In the event the student cannot be transported to the building Ms. Fumi continues to do Zoom sessions with them for medication management.

We are very proud of all of our LMA students for all their hard work and look forward to seeing them in person!

## **New Point Specialty**

***Enrollment as of Sept 2020: 15 residents at NPS***

### ***Students attending LMA-7***

New Point is starting off the year strong with Distance Learning. Students are engaged with the IXL Personalized Online Learning Diagnostic. Students are working in their Google Classroom on specific assignments daily. Teachers have had 100% participation of all residents at New Point. Teachers have four new students and have reviewed related information to determine levels. Friday rewards remain in place for academic achievement.

## **NONPUBLIC:**

Each of the nonpublic schools we provide service to create a reopening plan to ensure the safety of students and staff. Nonpublic Services Staff developed schedules following these plans, providing both in-person and distant learning instruction. Additionally, teacher schedules have also been adjusted to accommodate for the reduced funding from the DOE for 192 programming. For example, when groups of students receiving 192 services are not seen with students receiving 193 services, instruction has been reduced from 30-minute sessions to 20-minute sessions.

### **IDEA-B & State Programs**

- The Nonpublic Services Department continues to collaborate with the public school districts we contract with to effectively utilize IDEA-B proportionate share funds for eligible students.
- Nonpublic School Textbook Program orders continue to be processed and all funds are expected to be exhausted by the end of October.
- The NJDOE is expected to release Security Program allocations in October.
- This school year the DOE did not release Technology Program funds as they have done in the past. The DOE created a formula for districts to share federal CARES funds with the nonpublic school(s) in their district, following the technology purchasing guidelines they established. Due to this change and the guidelines for expending CARES funds, the Nonpublic Services Department will not be processing technology orders the nonpublic schools this school year.
- The Nonpublic Nursing Program is up and running in all the nonpublic schools in Union County. The Nonpublic Nurses continue to assist in maintaining student health records (A-45) and completing specific screens for students' grades k-12.



## **TECHNOLOGY:**

Our main focus over this month has been the coordination and deployment of our student hardware including Chromebooks and iPads. We have cataloged our entire fleet of Chromebooks and revamped our provisioning system. While we are just beginning this process, it has helped immensely with tracking devices as well as their repair history. This will also help implement a clearer lifecycle for our several generations of computing devices.

We are implementing the new VoIP phone system in the upcoming months. This will eliminate the majority of our older telephony system and give us much more flexibility with telecommunication.

The Technology Department is once again improving network in all locations. We are doing our best to maintain the integrity of our technology infrastructure focusing on data protection.

## **TRANSITION:**

Work Readiness Academy Student Enrollments: 13 (Max)

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

In Person Sub-Contracted SLE Programs with UC School Districts: ON HOLD (COVID-19)

Online Subcontracted Work Readiness Programs with UC School Districts: 1 (Township of Union)

Both the Work Readiness Academy and the Project SEARCH at Overlook Medical Center programs opened the 2020-21 school year in a full-time remote learning model. Some key points to share this month:

- This shift to full-time distance learning was particularly challenging as students in these programs typically spend anywhere from 75-90% of their week participating in community-based internship experiences that help build work readiness skills.
- The staff has worked hard this summer to develop engaging “replacement” programming that features increased instruction focused on career exploration and the acquisition of soft skills.
- Students are engaged in live online instruction via Google Meet for more than three hours per day. They also work on independent assignments posted to their Google Classrooms. The Work Readiness Academy programs are also utilizing two supplemental online platforms this Fall -- Conover Online’s Workplace Readiness program and the VirtualJobShadow.com program.
- Students are also being offered the following weekly classes: virtual gentle Yoga with Ashrams for Autism, “At Home Fitness” with a certified PE teacher, Lifeskills, and Financial Literacy.
- Additionally, we have started the year ensuring that every student is participating in a weekly group Counseling session facilitated by our district Student Assistance Counselor.
- We have also 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 staff is starting to make preparation for the potential shift to a “Hybrid Learning” model that would see students begin attending the Work Readiness Academy and Project SEARCH programs in person 2-4 days per week in smaller cohorts to ensure we don’t exceed classroom space capacity limits.

Those students in the Project SEARCH program who received consent from their parents and districts will also begin participating in independent travel training using New Jersey Transit and Access Link in October.

*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.*

*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.

### **TRINITAS BEDSIDE INSTRUCTION**

Approved Inpatient Students for Instruction: 10

Approved Outpatient Students for Instruction: ON HOLD

UCESC opened the 2020-21 school year offering live, remote home instruction services to school districts in the greater Union County area who may have students admitted to the inpatient unit at Trinitas Regional Medical Center's 655 E. Jersey Street campus. UCESC's Home Instruction services for students in the outpatient day program (partial hospitalization) remain suspended until our staff is able to return on site at the hospital.

*UCESC provides school districts in the Greater Union County area with convenient and high-quality Home Instruction services on-site at Trinitas Regional Medical Center for students admitted in the inpatient and outpatient programs.*

### **TRANSPORTATION:**

The 2020-2021 school year is another busy one for the Transportation Department. As of September 1, 2020, the Commission had established 604 routes with private bus companies transporting approximately 2,980 special education, vocational, and public-school students. These routes service 32 districts and 188 schools/programs. The Commission is also providing after-school athletic and/or field and trip busses for three participating districts. The Transportation Department once again bid for nonpublic, private, and

parochial school routes this past summer for the coming school year. Thirteen routes were established transporting 439 students servicing 10 districts and 8 schools.

This year, the Commission is operating 5 routes on its own vehicles which are transporting 18 students from 6 districts servicing 3 schools and programs. In the month of September, the Transportation Department began to establish the daily routes which will service the various Commission schools and programs throughout the rest of the school year when we switch to in person learning. Primary among these is assistance to the Transition Program with transportation to and from student placements. The department will also be providing transportation for the Westlake School's S.A.V.E. program held at various locations, including the Clark Shop-Rite, Clark Nursing and Rehabilitation Center, Clark Commons, and Target when it is deemed safe to reenter the community. Additional regularly scheduled trips are also provided to the Scotch Plains/Fanwood YMCA for swimming lessons in the future.

Nineteen school vehicles were presented to the Motor Vehicle Commission for inspection on September 11-14, 2020. All nineteen vehicles passed and are set for another six months of service.

Since the start of school in September, approximately sixty-six additional routes were created to accommodate late requests. Other changes to existing routes which were routine (address and phone number changes, additional or deleted students, etc.) numbered in the hundreds and contributed to the hectic climate of the beginning of school. Slowly but surely order is being established from chaos so that by the third week of school a more controlled atmosphere prevailed, and another school year was underway. Many schools are operating virtually until mid-October or November. We anticipate many new requests to secure transportation once those schools switch to in person learning.

**WESTLAKE:**

<b>Enrollment as of September 25, 2020</b>	<b>Referrals: 1</b>
Actual: 56	Intakes Scheduled: 0
Changes: Entered: 0 Exited: 0	Accepted: 0
Fire Drills: "Relaxed Fire Drill" on 9/18/20 No students in the building Suspensions: 0	Emergency Drills: Communication Drill on 9/25/20 – No students in the building.

Since staff has returned to Westlake School virtual learning and preparations are running smoothly. The staff is becoming proficient with the needed procedures put into place, assisting to help in preparing the building to be ready for the return of students and they are virtually teaching in the classroom environment. The assistance of the Paraprofessionals has enhanced the virtual learning and provides students with extra resources and paper and pencil work that is sent home to some students. We are also all set and ready with work for all students in case we are required to do additional virtual learning during the 2020-2021 school year.

Since September 8<sup>th</sup>, the first day of remote learning, teachers have group Live instruction in the morning and in the afternoon for students who sign on remotely. Their schedules are filled with group instruction, some individual sessions, therapies as mandated in their IEP's and specials of Art, Music, Physical Education, Karate, Social Emotional Groups, Health, and virtual field trips, which includes Pet Therapy.

Teachers and staff report that they work on a variety of activities each day starting off with morning meetings where they do the pledge of allegiance, talk about calendar skills, the weather and spend time on

social emotional skills through our curriculum The Zones of Regulation. Students are learning self-awareness, review their emotions and have the opportunity to discuss these emotions. These skills are also worked on during the counseling groups with the social workers. Students are provided throughout the lessons activities and worksheets used through the Teacher's webpages for Math, English, Social Studies, Science and Life Skills according to their academic levels. Some students require 1:1 live instruction which is incorporated into their schedules during the week.

The Behaviorists have worked closely with classroom teachers and families to ensure a smooth transition back to virtual learning has occurred. They created a social story about what to expect when they return to Westlake and utilized pictures of friendly staff in masks and what the school and the routine will look like upon getting off the bus and entering the school. This social story is being shown to students and lessons on wearing a mask are being integrated now so students will be ready to return for their return.

Counseling sessions have begun, and most students were eagerly awaiting the chance to talk. School brings a sense of normalcy for many of them, and they welcomed this return. There is much work to be done on the social and emotional front with our students, and we will be working through many issues with the students, as well as families.

The Social Workers have been providing resources including childcare grants and social opportunities for several families. IEP meetings have already begun with Dan Balassone facilitating 2 meetings and Mrs. Tantillo facilitating 1 meeting. Dr. Amy returned this week to begin discussing medication issues. We expect many issues and concerns as the return to in person learning takes shape, and we are preparing students and families for this eventuality.

Since we will not begin out of the building Structured Learning Experiences to begin, we are looking at other options to start. Currently, thirteen students will participate in accommodated learning plans put together by our SLE Teacher, Hermena Goodson. Students will participate in virtual work based SLE experiences when they return.

Live therapy sessions have been running very smoothly and families participating seem enthusiastic about the process. One to one paraprofessional attend the sessions as well. Some supplies that could be helpful to the families as they perform their PT sessions at home were distributed. Items include balls, bean bags, floor markers and masking tape. In addition, we have been working on making a "therapy bag" for each student with their own items to prevent cross contamination when we return to "in-school" sessions.

Westlake's isolation room is cleaned and ready for use if needed and today we received a filtration system which was placed in the isolation room. Technology has been relocated to classrooms for staff use, signage is all around the school, contact tracing procedures are in place and all social distancing in the school environment is being practiced. We are currently working on procedures for when students return as the staff are in place and ready for the students to return.

#### **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.*

**cc: Eric Larson, Business Administrator/Board Secretary**