



**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
 November 4, 2020**

CROSSROADS SCHOOL:

Enrollment as of October 23, 2020 Actual: 42 Changes: Entered: 0 Exited:	Referrals: Intakes Scheduled: Accepted: 0
Fire Drills: 10/7/20	Emergency Drills: 10/27/20

Kaley Francis, Preschool Disabled Classroom:

Students began the month of October learning all about fire safety, pumpkins and learning more about our season Fall. We will end the month of October with some fun Halloween lessons. The students were provided videos, worksheets, read alouds and activities to address these various topics. I continued videotaping and posting a daily greeting for my students each morning so they could see a familiar face. In this video, I reviewed 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.

Allison Gebler's Classroom:

The thematic units focused on back to virtual school, returning to the school building, pumpkins, and the season changing to fall. During distance learning, students attended a daily class meeting to start their learning. Video lessons were posted to the virtual classroom, and included activities for daily living, reading, language arts, math, and science/social studies. Additional cross-curricular activities were assigned individually via the Boom Cards App to allow for some opportunities of modified independent schoolwork. Students used the binders, materials, and manipulatives to enhance their understanding of lessons using hands on instruction.

During in-person instruction students practiced new routines at school, including wearing facial masks, increased handwashing, and staying within individual learning areas set up throughout the classroom. Our focus has been adjusting to changes in their usual school activities: therapies and specials in the classroom, social distancing, one-way hallways. Lessons are provided to families via the virtual classroom google doc to supplement the hours of learning conducted at home.

As we reintroduce our students to the “new normal” of their classroom, each student has demonstrated areas where their skills have improved or remained ready to build upon. Lyla is able to complete an activity schedule of 3 bins, consisting of previously mastered activities. Sebastian is able to tie a knot during

individual OT sessions, which will lead to shoe tying. Dilan continued his toilet training at home and has already had a successful day with no accident.

Lindsay DeNigris' Classroom:

October has been a busy month for room 105! We finished what was left of our apple unit and then moved onto fire prevention week! Students engaged in identifying firefighters, the tools they need, and what to do in case of a fire or fire drill. We read a handful of adapted books and did a variety of activities. The students sorted objects that firefighters use versus what we use in the classroom (helmet, crayons, etc.). They also sorted objects by hot and cold. As we completed these activities, the students worked on their individual goals such as matching, classifying, using adjectives, and identifying the function of items. The students did a great job and we cannot wait for our trip to the firehouse next month!

After fire prevention week, we moved onto a mini unit on Christopher Columbus. We read an adapted book that students took turns matching the pieces to. After this activity, the students worked with their paraprofessionals to answer a comprehension worksheet. Some students had 2 questions to answer and some had 5 more difficult questions. We then did a Christopher Columbus art project where the students used their handprints to create the three ships that he sailed.

The last two weeks of October are going to be used for our pumpkin unit! The students will investigate the life cycle of a pumpkin, the parts of a pumpkin, and will get to paint a pumpkin at the end. We have three books for this unit that we will explore. Each one has a story map, yes and no questions, and comprehension questions that go along with them.

The students who have transitioned to in person learning this week have done amazing! The transition went smoothly, and one student kept saying "I'm so happy!" throughout his first day. We are looking forward to the students in cohort B to join us next week!

Speech Department:

UCESC has begun the new school year with hybrid learning (starting mid-October) for students, and 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. 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](#)). In addition, with the transition to hybrid learning, the speech therapists began providing in-person services to students in the classroom. Armed with appropriate PPE, the speech therapists work with the students in a push-in model for those students who are in school, while also continuing to provide services on the online platform for those students who are remote at home.

Thematic lessons have been provided throughout the month of October, including autumn, Halloween, and pumpkins. 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, daily blog posts from parents of children with special needs, receptive and expressive language involving actions, speech

app suggestions and Core Word of the week videos (this week is “NEED”). The BOOMCards application continues to be a popular resource for students, families, and speech therapists alike.

In addition, the speech therapists presented about AAC, including low, mid, and high technology devices on the Professional Development Day, October 12th. The classroom teachers, paraprofessionals, and administrators all participated in the presentation and learned about the PECS protocol for nonverbal learners and also how to program AAC devices, including iPads with Proloquo2Go. It was a pleasure to present this information to the entire staff at Crossroads School so that carryover of strategies can be implemented.

Specific Student Outcomes:

Justin M has started with the hybrid approach at Crossroads School, and he has transitioned well with the in-person instruction. For speech therapy, Justin has demonstrated carryover of skills with the Picture Exchange Communication System (PECS) protocol, without even being in school for the past couple of months. He was able to put together a sentence strip to say, “I want + balls” and travel to his communication partner to exchange the sentence. It is a fantastic step in his functional communication!

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.

HILLCREST ACADEMY NORTH:

Enrollment as of: 10/23/2020 Actual: 51 Changes: 2 new students. 1 student moved	Referrals: 3 referrals Drills: Fire Drill: 10/23/20 Communication Drill 10/23/20
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The month of October continued with students working in a remote environment. Nearly all students have embraced online learning and have quickly fallen into a productive routine. October has been another productive month in the social work office! Contact has been made with both students and parents when students are having difficulty attending classes and/or completing work. This has been in the form of phone calls and Google Meets. For some of these students the social worker has created specific day-by-day plans to follow in order to improve academically.

An “Impacts of Covid” survey has been completed by students so we, as a staff, can understand the direct impact the coronavirus has had on our students. Based on these results, we will continue to be sensitive to our student’s needs, while trying to encourage their academic growth. 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.

Chemistry and Forensic Science students continue using their virtual interactive notebooks in Google Slides. Chemistry students explored atomic structure and the scientists that made the first discoveries into the nature of matter. Forensic Science students have learned about the importance of crime scene sketching and are currently working on creating one of their own using an online design tool known as Floor Planner. Next month, Chemistry students will begin their study of the periodic table. Forensic Science students will begin to learn about the various types of evidence that can be collected at a crime scene and will be adding such evidence to their mock crime scene sketches

In Spanish, students are working on using adjectives to describe nouns. In every lesson, students are being encouraged to use the target language meaningfully. Spanish speaking students are improving their reading and writing skills through a variety of texts and authentic materials.

Geometry students are working on properties of equality and congruence. They are applying these properties to geometry and should be familiar with them from Algebra. The format may be new to them, but two column proofs will be used throughout the course.

Prob & Stat is still being offered as a fourth-year math course and its connection to the real world is especially apparent. Students are studying displays of information and the conclusions that can be drawn from them. They are realizing that average is not always the mean. The students are becoming accustomed to using Google Sheets to find mean and median values and also to create charts and graphs. The IXL program has become a daily addition to the coursework. It reinforces the lessons and gives instant feedback, corrections when necessary, and certificates are awarded for milestone achievements.

In English, students have been reading *Fahrenheit 451* and using different ways to annotate to help them understand the story. Students have learned about determining importance, questioning, connecting, and inferring to help them think critically about the story. Each Meet students discuss the skills they've learned, their annotations, critical thinking questions, and how it's affected their overall understanding of the story. Students have also continued with IXL, working in their Diagnostic Arena to get ready to begin receiving skill practice.

Also in English, students just finished reading *The House on Mango Street*. While reading *The House on Mango Street*, students have continued to practice reading skills including identifying the main idea and details in a text, writing a summary, making inferences, characterizing, and identifying the theme. Students also wrote a RACE response about the theme of *The House on Mango Street*. During Google Meets, students engage in discussions about the reading and answer 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. During Halloween week, students will explore Edgar Allan Poe, "The Father of Horror" and read his famous short story, "The Tell-Tale Heart" and famous poem, "The Raven."

Students in Economics began evaluating differing economic ideologies. Students started learning the concepts behind Capitalism, Socialism and Communism and began analyzing the pros and cons of each. Next, students will evaluate which economic system they believe is best by answering the question: "If you were creating a society from scratch, which economic system would you use?"

In Health, students began Unit 2 of COVID-19 Curriculum -How to Protect Yourself. Students were asked to describe in their own words how they are protecting themselves from Covid-19. Next, students watched a video “How the Coronavirus Spreads Outdoors vs. Indoors.” Students also learned the difference between cleaning, disinfecting, and sanitizing and completed a chart comparing the 3 methods. Students also learned a lesson by watching a CBS Sunday Morning piece about the 1918 Flu pandemic. This story showed them that the current pandemic is not the first the US has been through and actions taken 102 years ago are some of the same ones we are doing today.

HILLCREST ACADEMY SOUTH:

Enrollment as of 10/23/20 Actual: 86	Intakes Pending General Ed.: TBD.
Changes: 3 Entered: 1 Exited: 2 (dropped as per EPS due to ANA)	Intakes Pending Sp. Ed.: Seats full.

During October, Ms. Schulhafer continued to meet with each senior at Hillcrest Academy South Campus (HAS) to review their graduation requirements and make sure they were on track with their credit retrieval courses. Ms.Schulhafer re-audited each student’s transcript upon learning Elizabeth Public Schools (EPS) changed their graduation requirements from 140 credits to 120 credits. Ms. Schulhafer worked with the advocates to notify the students and parents of any changes to their graduation status and schedule. Students were receptive to the positive changes and began their new schedules on October 19th. Ms. Schulhafer will continue to monitor each student's academic progress and meet with them as needed. Additionally, Ms. Schulhafer is working closely with the Credit Retrieval Program.

Ms. Gilchrist, HAS’s Social Worker, continued contacting students regarding their classes and grades. This was performed by text, calls, and emails. She prioritized the seniors and continued to assist students who individually contact her and require personalized intervention whether it be academic, personal, or both. Ms. Gilchrist continued to monitor all Special Education and DCF involved students by reaching out to them weekly and providing individual services. This can be viewed on her weekly logs that she submits to the Principal. The Social Worker continues to attend all staff meetings and participates in meetings with the Principal and the Guidance Counselor nearly every day.

October marked the second month of distance learning for HAS. Currently, we are awaiting direction from EPS as to whether they will be requiring community service for students during this unique time. As a result, all activities for the HAS Community Service Program have been put on a temporary hold. Should EPS determine that community service should resume, Ms. Clark is prepared to immediately roll out FreeRice and other virtual community service-related activities for our students. Until such time, Ms. Clark has been assigned to update all HAS contact information in PowerSchool and perform other duties assigned by HAS administration.

Ms. Rubin has been in contact with the School Nurse at Hillcrest Academy North Campus, Ms. Prieto, and the other school nurses to ensure the students’ return to school safely. Ms. Rubin and the other school nurses have put together information for Mr. Savoia, District Testing Coordinator and Database Manager to assist them with electronic records for the health offices through a PowerSchool module. As a member of the Pandemic Response Team (PRT), Ms. Rubin researched and shared professional development information regarding SEL with the staff as part of the School’s Professional Development Plan. Ms. Rubin has been keeping abreast of current developments in the COVID pandemic and sharing the information with the staff and students. Ms. Rubin, in collaboration with Mr. Barone, HAS’s Physical

Health Education teacher, provided the HAS students with online Health lessons regarding COVID. Ms. Rubin and Mr. Barone met with HAS students for live instruction every Tuesday and Thursday. The students learned how to find accurate information versus misinformation, how to be safe at restaurants, salons, gyms, and information regarding current therapies and treatments for COVID. They also had daily live advocate sessions. She contacted the advocate families at least once each week by phone and via email to inform them of student progress.

The students in Mr. Barone's Health classes continued learning about COVID-19 during the month of October. Mr. Barone discussed numerous topics with the students including, public health responses, COVID-19 public safety and also discussed new research that is currently going on with regard to therapies and a potential COVID-19 vaccine. The students have enjoyed discussing current events related to COVID-19 and many of the students were interested in learning more about the therapies President Trump received during his hospital stay. This led to a discussion about antiviral drugs and new treatments being used which consist of "antibody cocktails".

Ms. Picciano's Art lessons during the month of October were dedicated to discussing real world art related issues, skills and art appreciation, inspirations, and awareness responding to art. The month began with a lesson in cultural appropriation where we discussed dress, entertainment and traditions for their creative value and level of appropriateness in borrowing/sharing. The class was then introduced to art appropriation which takes place in music, art, entertainment, and writing. Concepts of such as *public domain*, *forgery*, *parody* were defined and explored as well as and the parameters in which appropriated art must meet to be considered, "fair use". In a poll, most students who were in support of musicians appropriating other artist's music did not agree that they would approve of someone using their personal artwork without permission. Following art lessons focused on our human understanding and response to color and line. Non-objective art was introduced and included its history, forms, basis in psychology and how it can mean different things to different people. This lesson led us to our current unit which is color theory. Students are in the beginning stages of categorizing different colors and schemes and will be working on a color wheel in Google Slides.

Ms. Arora, Ms. Ferrari, Mr. Reichman, Mr. Sobieniak, and Dr. Balsamello worked together to complete four STEM grants application offered by the Union County Freeholders. The math teachers wrote to obtain polling devices and supporting software. The science teachers requested microscopes and supporting materials that can be connected to a Chromebook so the entire class can view objects during distance learning, hybrid, and traditional schedules.

In Ms. Arora's Forensic science classes, students worked on physical evidence. In this unit, they learned what kind of evidence helped to solve the mystery and how it could be collected from a specific location. They also viewed supplemental video clips of detectives who solve the mysteries by collecting the puzzle pieces and joining them together. After this unit, they started observing the different kinds of physical evidence which usually we ignore. In Environmental Science, students learned about natural hazards, reasons they occur, as well as how to prepare and survive in these emergency situations. In credit retrieval, students have completed their introduction courses and M.J. should be recognized for completing all the assignments in the Environmental Science course. Ms. Arora communicated with parents and students every week about the progress of advocacy students. She provided a clear picture to the parents on students' work. As a result, students put more effort and completed their assignments to the best of their abilities. Ms. Arora scheduled Google Meets every Tuesday and Thursday for her posted lessons for each class. Most of the students attended the live sessions and those who were not able to attend watched the video recordings.

Mr. Reichman's Chemistry students recently learned about the structure of atoms and are now taking a journey through scientific history to track the experiments and discoveries that led to the discovery of that structure. His Computer Science students have started learning about HTML and will soon be starting a project to show what they have learned by creating their own personal web pages.

Mr. Sobieniak continued to communicate with students and their parents about HAS's student expectations for Distance Learning. All parents were contacted if their children were falling behind in any classes. All communications with parents were documented in the Communication Log. In addition, students and parents have been sent emails about students' achievements and distant learning expectations. Students are able to use the IXL software for the first time this school year. Students in Algebra II classes learned many properties of linear functions. They also learned to solve systems of equations by substitutions and elimination. Students in Probability and Statistics classes learned about representation and summary of data and measures of central tendency. They were investigating many real-life applications. All mathematics students were also 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 more

Ms. Ferrari is communicating with advocate parents and students via email have been documented regarding any schedule changes due to Elizabeth's reduction in the amount of high school credits needed to graduate. As a result of all the communication, the number of students attending Live Instruction and turning in their assignments is increasing. The advocacy program has proven to be an excellent means of communication, to get necessary information out as far as schedules, credit retrieval and grades. On Tuesdays, the students work on their Skills Work on IXL. The October 9th Professional Development provided an excellent opportunity to learn all the applications of IXL. Applications were immediately put to great use. For example, student work was assessed using the feature IXL Live, which actively allows the teacher to see successes and trouble spots in real time. Completed IXL assignments were converted to a percentage, based on the information learned about 'Smart Scores'. Algebra II students have viewed and completed assignments on intercepts and linear equations, slope and rate of change, and graphing linear equations. Algebra I students worked on comparing real numbers, finding square roots, applying order of operations, and solving linear equations. Geometry students have viewed videos and completed assignments on segments and their measure, angles and their measure, the distance formula, and 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 which included but was not limited to exponential and linear graphs, two dimensional and three-dimensional figures, and pictures of mathematical applications of various careers.

Ms. Cioffi's English courses have continued to follow the distance learning schedule and practice the new rituals and routines of virtual learning. Lessons in the first half of October were based on the continuation of reviewing the basic skills necessary for the remainder of the school year, such as annotation, summarizing, identifying central ideas, and citing textual evidence. Students have now continued working on the skills and content detailed in Unit 1 of the English curriculum and have started working on arguments. Students are comparing and contrasting arguments, reflecting on the elements of a successful argument, and then will prepare to write their own arguments. Lessons also focused on the learning program IXL. Students became more familiar with the site while also completing the initial diagnostic process on October 6th. There is now a baseline data of what grade level each student is functioning in and the areas of strength and weaknesses are for specific Language Arts skills. The English teacher has now been able to utilize that data and differentiate student assignments. When students are assigned a text she is

now able to group students into an elementary, middle, or high school level and assign a text and task appropriate to each student's level on Google Classroom. For the remainder of October and into November, students will continue to use IXL once a week when they will either practice skill questions that connect to the skill they are working on in class or completing diagnostic questions to gauge their overall improvement.

Students in Ms. Holden's English classes continue to improve in their use of technology as they learn remotely. In addition to several learning sites such as Educite, Webquest, Study, CommonLit, and Flocabulary, students have begun using the IXL program. Presently, Ms. Holden is using the IXL program to supplement the topics she is teaching in class. Recently, students have improved their skills in main idea, fact vs. opinion, and the author's purpose in writing. Students commemorated Hispanic Heritage Month by reading short excerpts on the lives of several famous Hispanic Americans. Ms. Holden continues to call home weekly to her advocate students in addition to contacting students who need additional encouragement to complete their assignments.

During the month of October students continued to explore virtual learning and dig into topics that remain at the forefront of their lives. In USII students explored contemporary immigration. The study of immigration across time periods added to great conversations and expressive writing pieces. Students were able to read about these issues, explore solutions to the current state of affairs, and disclose their opinions through written and class discussion. In Economics students have become familiar with ways in which they can plan for their future and most efficiently use their income. That is, our study of credit cards, interest, and taxes lent itself to students drafting written arguments speaking to the importance of financial literacy for young teens. All in all, the month has made way for great conversations and great learning experiences.

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. Also, the month of October concentrated on 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 are still working their way through the Age of Exploration unit. This unit has taught students about Spanish Explorers, their issues with Portuguese explorers and their trade routes, conquistadors that conquered parts of North and South America and their impact even today, and the settlements that Spain created on the North American continent. Students also learned about French and Dutch explorers and their settlements on the North American continent that make up current day Canada and New York. Students then put the Age of Exploration on pause for a week while they learned about the current election, the candidates, the issues they are for or against and how elections work and why they are so important to a democratic society such as ours. U.S. History II classes are still working their way through the American Industrial Revolution unit also known as the Gilded Age. They looked at the different resources needed to fuel an Industrial Revolution such as coal, steel, oil, electricity, the light bulb. Students are also able to compare the northern economy of the United States to the southern economy during this period to see the similarities and the major differences that can also be seen in our society today. Students then learned about Ellis Island, the different waves of immigrants from the late 1800s to the early 1900s, their way of life, struggles, unfair labor practices in factories and how that led to labor laws and protests. Students then put the Industrial Revolution on pause for a week while they learned about the current election, the candidates, the issues they are for or against and how elections work and why they are so important to a democratic society such as ours. Modern World History classes just finished their Renaissance unit with a research assignment where students were able to choose a prominent

Renaissance figure after learning about the different types of art, science, and humanism during this time. They then had to give background information on their person, relevant information on why they were famous, how what they did related to the same ideas of the renaissance and then include pictures and portraits of that person. Before these students had lessons on the impact of the printing press, Renaissance societal hierarchy and Machiavelli. Students just started their Protestant Reformation, Counter Reformation, and the Church of England lessons.

LAMBERTS MILL ACADEMY:

<p>As of October 2020</p> <p>LMA Actual: 39 LMA District - Non-NP: 33 New Point Specialty at LMA: 5 Changes: <u>2</u> Entered: <u>2</u> (Non-NP) <u>3</u> NP Pending: <u>0</u> Exited: <u>1</u> (Non-NP) <u>1</u> (NP)</p>	<p>Fire Alarms: 1 Fire Drills: 1-10/16/20 Communications Drill: Security Drills:</p>
<p>Referrals in October: 2 Intakes Scheduled: 2 Completed: 2 Acceptance Letter Sent: 2 Sending District Accepted LMA placement: 2 Placement Pending: 0</p>	<p>Suspension out of school: 0 In School Suspension: 0 HIB: 1</p>

Administration

Recently LMA has moved from remote learning to hybrid learning. We expect to see approximately 19 students in Cohort A and 20 students in Cohort B. We began hybrid learning on October 19th, 2020. We had ten students in the building. Three students in Cohort A chose to remain virtual and three were unable to attend school as a result of transportation issues. The week of October 26th, 2020 we expect to have 17 students in the building dependent upon transportation. Three students in Cohort B have chosen to remain virtual. Students in Cohort A appeared to be eager to attend school and reported that they are happy to be back in the building interacting with their peers and staff. No significant behavioral issues have been noted. Students are complying with all safety procedures.

Academics

Middle School

English

Students continued to work on language skills. These included identifying the main idea, summarizing, and identifying key themes. Students read short story passages and held ‘scavenger hunts’ as they looked for these topics.

History

Students began to look at bias, prejudice, and racism. We inventoried individual experiences, talked about older family members and any issues they may have experienced and looked at our current world.

Most exciting this month was the presentation by Peter Stein, a Holocaust survivor. We spent almost 50 minutes in a video conference where he shared his experience as a child living in occupied Prague. Most wonderfully, our students were attentive and focused and asked some meaningful questions. Two of our students even told Mr. Stein he was a hero!

Math

Students in middle school mathematics have slowly started to come back into the building. All students have continued to progress with IXL mathematics in order to get an accurate level of their skills in mathematics class. These students have been introduced to the DO NOW challenge, in which they receive daily riddles a day to improve their lateral thinking skills.

Students have been and continue to work at varied paces on the IXL program. Students continue to work on the diagnostics as they complete subsections. Students are monitored using the diagnostics which also help to determine their starting point for the next subsection.

Science

As we come to the close of the month of October, Science students began working on Chemicals and their reaction to other substances. Students were able to complete some experiments at home and document the process using the scientific method. One experiment included how to melt an ice cube quickly and how to find out how quickly states of water freeze.

High School

Social Studies

Students were able to participate in a school wide virtual assembly with guest speaker Mr. Peter Stein who described his life growing up in Nazi occupied Prague during the onset of World War II and the Holocaust. Students were prepared with background knowledge about Mr. Stein and were able to participate in a Q&A segment during the assembly and interact with Mr. Stein. Students asked meaningful and thoughtful questions.

World History students started learning about Ancient Indian civilization and began to make connections about how Ancient Civilizations have shaped the modern world. US I History students began learning about European Exploration and Native American culture as a prerequisite for studying colonial life in the early colonies. US II History students wrapped up the Industrial Revolution and learned how inventions of the 1800s progressed into the technological advancements we have today. 20th Century Modern History students learned how to identify the different types of bias we see in the media and understand the importance of recognizing bias with emphasis on political propaganda. All Social Studies students have been studying the 2020 Presidential Election and each week we spend time learning or reviewing a different element of the electoral process.

Mathematics

Students have been welcomed back to the building of LMA. While virtual learning will still take place within the hybrid schedule, students attending in-person have been learning the classroom routines and expectations. Students in Algebra 1 class have been working with Algebraic basics including order of operations and working with integers. They have been learning how to follow a systematic, multiple step approach to solve problems. Students have been given graphic organizers in which they can complete each individual step in a box, 'chunking' the problem into smaller steps. Students in Geometry have been learning about the segment addition postulate, and how it can be used to find missing lengths. Applications of this have been projected on the Smartboard with the use of Google Maps to get a 'realistic' application of this postulate, and how it relates to everyday life. While students are in-person for this week, the other cohort has been diligently working virtually with pre-recorded assignments, and live instruction with Ms. Falconer. Students in Algebra 2 continue to learn about solving systems of linear equations, while students in Consumer Mathematics are refining their skills with calculating pay, overtime and comparing/contrasting hourly pay, salary pay and commission-based jobs.

Many of the high school students have returned with a zeal and anticipation to graduate. They are currently working on diagnostics on systems of linear equations. We are also looking at consumer math.

Science

LMA students are enthused to return to the building to receive in person instruction. With a hybrid schedule still in place, there is a rotating schedule for Cohort A and B. In the case of Cohort A, the classes being instructed in person are biology and environmental science with Google classroom as a tool continued to be used with this model. Regarding the course of biology, students are learning about the shared characteristics of living organisms- all have cellular organization, contain similar chemicals, use energy, respond to their surroundings, grow and develop, and reproduce. With the subject environmental science, students are gathering a better understanding of its parts - atmosphere, lithosphere, biosphere, and hydrosphere. Students are exposed to how pollution disrupts nature's cycles and the balance of the environment. For chemistry, students are being exposed to the concepts related to the properties of matter and in marine biology, topics being discussed are hydrosphere and the difference between groundwater and freshwater. The common topic of instruction across all subjects is the value of our natural resources and how organisms rely on them.

Students are using various modes of learning with the support of Google classroom and Discovery Education. Instructions on how to use these tools were discussed in Google Meet sessions and in person to ensure the student's understanding.

English

English with the 12th grade students started without a hitch. The students came, got their passwords and usernames, and signed right in. As I walked them through the demonstration/instructions, they were well on their way to completing their assignments.

The learning community has been very supportive with sharing their varied styles and strategies in which they keep track of assignments, their schedules and content knowledge presentations. Students have stated they have become more organized as well as less distracted by working digitally.

Students have progressed through Unit I Argumentative and Informational text through deciphering between fact vs opinion, how to write a comprehensive short answer response, author's point of view, all through exploring various informational texts. They are preparing for upcoming debates to explore verbal argument vs written argumentative essays. We also emphasized the importance of having textual evidence making an argument as well as facts when making an oral argument. Lastly, we looked at what this may look like when these elements are absent.

Spanish

Spanish class is excited to be welcoming our students back to LMA. Virtual learning has been going on for the past months. Also, students have the opportunity to convey their feelings about what "Respect" means to them through Distance Learning.

This month, the unit Daily Life *Para Empezar* and Personal Identity is designed to introduce the basic and advanced elements of Spanish grammar and vocabulary about descriptions and countries that speak Spanish, as well as some of the many manifestations of Hispanic Culture. In doing so, the stress is on communication through the acquisition of listening, speaking, reading, and writing skills. Classroom time is spent studying and practicing the grammatical structures, practicing the reproduction of the sounds of the language, reading a wide variety of authentic materials, and working to improve writing skills. Based on student current level of performance, students interacted with each other using TPR (Total Physical Response) Storytelling. Also, the students celebrated National Hispanic Heritage Month. They recognize the contributions made and the important presence of Hispanic Latino Americans to the United States and celebrate their heritage. Therefore, the students finished up their writing projects on "My Identity" displayed on the Spanish bulletin board in the hallway.

Physical Education/Health

The Health and Physical Education department is super excited to be welcoming our students back after a long hiatus. Virtual learning has been forging ahead for the last 8 months but now we are able to finally be back to Lamberts Mill Academy.

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

We began the month of October continuing to work remotely with our students and toward the end of the month transitioned into our hybrid model where we introduced half the students back into the building. This process has proven successful to date. The Clinicians continue to reach out to students and families reminding them of the importance of logging onto their google classroom on a daily basis when they are remote, and assist any students that still need help navigating google classroom.

As we continue our daily routine of life skills groups, whether remote or in person, the Clinicians and students engage in discussions about COVID-19 and how it has impacted their everyday lives. We encouraged healthy discussions targeting their social-emotional learning and what they can expect upon returning to school and the classroom. The students participated in the Week of Respect by defining what the word “Respect” means to them, identifying a characteristic using each letter of Respect, and providing an example of someone that exemplifies these qualities and/or a time they demonstrated being respectful. Now that we have transitioned to our hybrid model Clinicians will meet with their individual students in person when their cohort is in the building, and if their cohort is remote that particular week they will meet for sessions virtually.

As always, our students continue to impress us with their daily efforts. It was so wonderful to be able to see our students in person and they appeared to be just as happy to be back to school!

New Point Specialty

Enrollment as of Sept 2020: 14 residents at NPS

Students attending LMA-5

IXL and Discovery Education have proven to be useful tools for our classroom during DL. We have had success with our students engaging in our online learning. Class instruction and in person teaching has begun as of October 19th at NPS. Teachers are engaged with students and all NJSLS are taught presently. We have four new students on different levels. We have been able to supplement materials to all students.

NONPUBLIC:

In October, the Nonpublic Teachers and Speech Therapists participated in Google Suite, Google Application and IXL training. Teachers will submit lesson plans and their monthly reports via the Google platform.

Nonpublic Schools continue to submit their spending plans and book orders for Textbooks, Technology and Security. The plans will be submitted for board approval and purchasing. Nonpublic Nursing is up and running in the participating nonpublic schools in Union County. Two nonpublic schools are still in need of nursing coverage: St. Michael’s in Cranford and the Patrick School in Hillside. These positions are difficult to fill due to the limited amount of time a nurse is need.

Nonpublic Services Department continues to collaborate with Union County districts to utilize IDEA funds for educational services for eligible nonpublic school students.

The Director and Supervisor of Nonpublic Services continue to communicate with nonpublic Principals to review the current services provided to students within their school.

TECHNOLOGY:

The IT Department is working with Administration to provide regular onsite hours to all schools to help with the increased number of technology issues brought on by the pandemic.

We are working with the VoIP vendor to deploy our new phone system during the first week of November. This will allow their team to implement without interfering with our staff and students as this is the week of teacher conventions. Once the phones are installed, we will begin training our staff on the new system.

Due to the increased demand for IT support, we are working with Administration to develop workflows that will make ticket creation and resolution smoother. We greatly appreciate your patience during this unprecedented level of demand for support.

We have populated our new asset management system with our entire Chromebook and iPad fleet. We continue to insert and track assets as we can.

We have configured a centrally located copier for the Westlake staff in the school store.

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)

On Monday, October 19th the Work Readiness Academy made the shift to a Hybrid learning model. Students who “opt in” for this model will be attending in person on a two-day rotating schedule (Monday through Thursday). All students will remain on virtual, remote learning on Fridays.

Some additional highlights of our Hybrid Learning Model:

- The instructional schedule will remain nearly identical with the exception of “synchronous” group learning time which will allow our in person and remote learning students the chance to receive instruction cooperatively for specific periods throughout each day. We felt it was important to develop a schedule in September that we could easily adjust to accommodate the Hybrid option -- and maintain consistency and routine for our students.
- Students attending in person will be at school from 9am to 1pm and provided two opportunities during the day for a fresh air/mask break. Additionally, students will be following a protocol that makes time for handwashing at least three times per day.
- Students continue to be offered the following weekly classes: virtual gentle Yoga with Ashrams for Autism, “At Home Fitness” with a certified PE teacher, Life skills, and Financial Literacy.
- Those students who are remaining in a full-time remote learning model will be scheduled for weekly one-on-one “check ins” with our teacher in the afternoon after 1pm.

On Tuesday, October 20th, the WRA held a virtual “Back to School” Night via Google Meet. This parent-centered event served two purposes; to educate the parents and guardians about our program objectives, curriculum, and online platform; and to provide a “live” information session to help all families familiarize

themselves with our district's COVID-19 protocols in advance of the opening of in person learning. We also shared several resources with our parents including a link to the video "COVID-19: Anxiety about preparing to return to school" that was produced by the New Jersey Department of Human Services,

On Monday, October 26th the Project SEARCH Program at Overlook Medical Center made the shift to a Hybrid learning model. Students who "opt in" for this model will be attending in person on a two-day rotating schedule (Monday through Thursday). All students will remain on virtual, remote learning on Fridays. This cohort model will be in place for 3-4 weeks. By the middle of November, the students should be successfully placed in their first internship experiences. At that point they will all shift to attending in person Monday through Thursday. On Fridays they will remain in virtual learning.

Some additional highlights of our Hybrid Learning Model:

- For the next few weeks the instructional schedule will remain nearly identical with the exception of "synchronous" group learning time which will allow our in person and remote learning students the chance to receive instruction cooperatively for specific periods throughout each day. We felt it was important to develop a schedule in September that we could easily adjust to accommodate the Hybrid option -- and maintain consistency and routine for our students.
- Students attending in person will be at school from 9am to 1:30pm and provided two opportunities during the day for a fresh air/mask break. Additionally, students will be following a protocol that makes time for handwashing at least three times per day.
- Students continue to be offered the following weekly classes: virtual gentle Yoga with Ashrams for Autism, "At Home Fitness" with a certified PE teacher, Life skills, and Financial Literacy.
- Those students who are remaining in a full-time remote learning model will be scheduled for weekly one-on-one "check ins" with our teacher in the afternoon after 1pm.

Several of the students in the Project SEARCH program who received consent from their parents and districts participated in independent travel training using New Jersey Transit and Access Link in October. These students will be using public transportation to get to and from Overlook on the days they are scheduled to attend in person.

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.

TRANSPORTATION:

Data necessary for submission of the DRTRS (District Report of Transported Resident Students) reports for state aid were delivered to participating districts on October 16, 2020. The Commission’s own data submission for the DRTRS will be transmitted over the internet to the Department of Education prior to the established deadline date of November 16, 2020.

The Emergency Snow Notices will be mailed the week of November 2, 2020, to all parents whose children are transported through the Commission. The letter outlines procedures to be followed in cases of inclement weather.

Emergency Exit Drills will be mailed the week of November 9, 2020, to all schools serviced through the Commission’s Coordinated Transportation Program. These drills must be conducted twice yearly by the school principal, and a form returned to our office.

Competition has eased among the contractors bidding or quoting on available transportation routes. Many rides for unanticipated transportation requests are very difficult to obtain. Rides that are secured are at higher prices since there are far fewer interested vendors and vendor staffing issues. The impact of the more stringent driver testing protocols is evident as few contractors have available drivers. Even bus aides have become difficult to obtain, as they tend to rely on drivers for their “ride to work”, i.e., they are picked up at home before the run begins. In addition, employees are reluctant to return to work as bus personnel because of the risk of Covid-19 spread. Many vendors lost employees do to Covid-19 and the lack of needed routes due to present virtual learning that is temporarily in place. 28 routes went to bid on October 22, 2020. We anticipate another bid in December since we have 43 emergency routes currently running.

WESTLAKE:

Enrollment as of October 21, 2020 Actual: 56 Changes: Entered: 0 Exited: 0	Referrals: 1 Intakes Scheduled: 1 Accepted: 0
Fire Drills: “Relaxed Fire Drill” on 10/16/20 – No students in the building	Emergency Drills: Shelter in Place on 10/20/20 – Students did participate
Suspensions: 0	

Westlake School is now in Phase I of Hybrid Instruction as of Monday, October 19, 2020, with students in Cohort A returning to the building. Students and staff were extremely happy to greet one another and welcomed getting back into the routine of being at school. Westlake was well-prepared for arrival and dismissal with procedures in place, including a health screening, collecting telephones, and utilizing walkie-talkies to communicate so that paraprofessionals could escort students to and from the bus and the bathroom. Communication has been a key factor in making the first few days of school successful.

Most students have selected to return to school in a hybrid method, with 41 students returning and 15 students remaining on remote learning. While teachers continue to provide some normalcy, they are making their focus student emotions and behaviors. They are having conversations about students’ anxieties and highlighting the positives of returning to school. While in school, students are working on

academic subjects and continue to have music, art, health, karate, and physical education. The remote learning students continue to engage in live instruction over the computer, and complete work that is both downloaded and printed, along with digital activities.

This month, we have purchased additional resources to assist teachers with remote and classroom instruction. These resources include education.com, Teachers Pay Teachers, Generation Genius, News2You, and additionally, we are looking to add in IXL and Boom Cards. Teachers find these resources to be beneficial in modifying instruction to the individual needs of each student. Through our virtual physical education classes, students continue to learn about being healthy and fit by participating in cardiovascular fitness, and body and spatial awareness.

This month, seven IEP meetings have been scheduled virtually, which have been working well for all parties involved. Coordination of notification to attendees has become smoother, with months of practice now that caseloads are finalized. We also hold pre-planning meetings virtually, in preparation of upcoming IEP meetings.

A School Safety Team meeting was held virtually with Westlake School members and a parent advocate, where HIB reports were reviewed, in an effort to improve the school environment. Questions raised by the parent representative were addressed, with the focus on school safety and reopening in the days ahead, during the challenges Covid-19 presents.

Westlake submitted seven STEM grants to the Union County Board of Chosen Freeholders, all of which were written by classroom teachers for curricula that would enhance student learning. We are confident and hopeful that their efforts will lead to us being awarded several grants.

Our SLE teacher, Hermena Goodson, will begin on October 26, 2020 to work with 13 students assigned to Job Academy SLEs. These sessions will be conducted each Tuesday and Thursday via live distance learning. Lessons are being created for each student to ensure alignment to the student's IEP goals and objectives.

Safety Care Training has continued this month, and as of October 12th, there have been eight Safety Care Trainings conducted in the first 20 days of school by Certified Safety Care trainers. Recording and tracking Safety Care certification for Westlake staff, as well as other UCESC staff, has been ongoing, along with sending correspondence to staff and administrators. The behaviorists have been working very closely with staff and parents upon arrival of students to make their transition back into school as seamless as possible.

Due to the collaboration and support of the Westlake teachers, paraprofessionals, and upper administration, though challenging at times, the process of transitioning to Phase I has gone extremely well. We feel that we have struck a respectful balance of safety for all and doing what is best for our students and our families. We look forward to moving to the next phase of our restart and recovery plan.

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