



## Union County Educational Services Commission Superintendent Report

<b>School/Department:</b> Work Readiness Academy	<b>Report Date:</b> 11/20/2020
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<b>Enrollment:</b>	
<b>Current Enrollment:</b> 22 (includes WRA & Project SEARCH)  <b>Acceptances:</b> 0	<b>Intakes:</b> 1  <b>Disenrollments:</b> 0
<b>Emergency Drills:</b>	
<b>Fire Drill:</b> 11/23/20	<b>Other (Specify Type):</b> Non-Emergency Evacuation Drill on 11/9/20
<b>Curriculum and Instruction:</b>	
<p>The focus of Hybrid learning this month at the Work Readiness Academy and Project SEARCH programs included the development of the following skills:</p> <ul style="list-style-type: none"> <li>• Making a Good First Impression (Employment Skills)</li> <li>• How to be a Team Player (Employment Skills)</li> <li>• Why Employees Get Fired (Employment Skills)</li> <li>• Reading a Paycheck (Financial Literacy)</li> <li>• Proper Mask Wearing (Health &amp; Wellness)</li> <li>• Stress Management (Health &amp; Wellness)</li> <li>• Privacy of Online Information (Digital Citizenship)</li> <li>• Ironing (Lifeskills)</li> <li>• Wayfinding (Lifeskills)</li> <li>• What do if you get lost or an emergency occurs while using public transportation (Lifeskills)</li> </ul>	
<b>Community Based Instruction and Special Events:</b>	
<p>Students in the Project SEARCH program at Overlook Medical Center started participating in their first internship rotations which include experiences with the following hospital departments:</p> <ul style="list-style-type: none"> <li>• Surgical Supplies</li> <li>• Food Services (Cafeteria)</li> <li>• Mail Room</li> <li>• Dietary Services</li> <li>• Patient Experience/Greeter &amp; Escort</li> <li>• Environmental Services (Housekeeping)</li> <li>• Materials Management</li> <li>• Clinical Engineering</li> <li>• ISS (Information Systems and Solutions)</li> </ul> <p>We anticipate this internship experience to last 10-12 weeks.</p>	

While students in the Work Readiness Academy are not currently participating in Community-Based Instruction, they are working on two alternate projects that were designed to help develop soft and hard work skills. The program has partnered with a local Hand Sanitizer manufacturing company that is allowing the WRA students to bottle, label, and assemble orders for delivery. This creative partnership has allowed students the chance to work in a simulated assembly line and distribution work center. The students have also been divided into teams to compete to develop a Mock Food Truck business.

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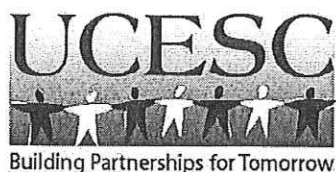
### **Professional Development**

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This month our paraprofessionals continued to make progress in completing the *Getting Started with Google for Education* series. This is an 8-week training program that delivers bite-size training tutorials directly to each staff members' email inbox. Each lesson takes less than 15 minutes to complete and provides basic training videos to get them started with G Suite for Education.

Our teachers are meeting weekly in their Professional Learning Communities with a focus on exploring additional e-learning tools and platforms to enhance distance learning and increase engagement. This month our teachers explored Jamboard by Google and Flex Lessons by [VirtualJobShadow.com](http://VirtualJobShadow.com)

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## Union County Educational Services Commission Superintendent Report

<b>School/Department:</b> Westlake School	<b>Report Date:</b> November 18, 2020
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Enrollment:	
<b>Current Enrollment:</b> 55	<b>Intakes:</b> 0
<b>Acceptances:</b> 0	<b>Disenrollments:</b> 1
Emergency Drills:	
<b>Fire Drill:</b> November 12, 2020: Cohort B November 16, 2020: Cohort A	<b>Other (Specify Type):</b> November 9, 2020: "Relaxed" Lockdown
Curriculum and Instruction	

Based on student needs and parental requests, students continue to participate in the Hybrid program offering families' options of a Hybrid model alternating weeks of in person instruction and at home learning as well as all remote learning with instruction facilitated online. Various lessons and concepts this month focused on the Presidential Election, including learning about the importance of the election process, participating in mock elections and having students privately cast their ballots for their favorite candidate. Results were graphed by students using various pie and bar graphs. Virtual field trips to various states including "Battle Ground States" were arranged for students to visit and learn about. To reinforce the Commission's mission to expand current online resources and foster the commitment to provide students with a continuity of instruction, Westlake School purchased subscriptions and has begun training in the following online instructional websites:

- News2You
- Education.com
- Teachers Pay Teachers
- Generation Genius
- Brain Pop
- Do2Learn
- Boom Cards Accounts
- Pear Deck
- Boardmaker
- IXL

These sites will offer certified staff members the tools to create online instructional lessons that are highly engaging, synchronous instruction and offer assessment tools to gauge student progress, growth and make effective instructional decisions.

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### **Community Based Instruction and Special Events:**

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Eighteen students whose IEP's include Job Academy participated in bi-weekly live distance learning virtual Job Academy sessions. An anticipatory lesson introduced students to the concept of building a foundation for their adult life that includes knowledge and understanding about their own unique talents and skills, following their passion, working hard, and not giving up. Lessons included viewing videos displaying determination, active discussions on perseverance and researching and creating their own visual storyboards to reinforce the concept of having a "Growth Mindset. To continue building on the concept of "self-discovery," and heighten student interest in exploring possibilities for themselves, students viewed videos and discussed characters that explored difference in all of us and embraced individuality and diversity.

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### **Professional Development**

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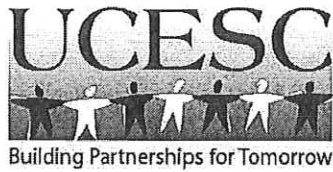
To support students' social and emotional well-being particularly during these anxious and confusing times, various classes had students create their own Zones of Regulation Tool Box containing preferential self-regulation strategies that each individual identified as a de-escalating, and relaxing support system to use when in a heightened emotional state. Some examples of chosen strategies for self-regulation include listening to music, taking deep breaths, blowing bubbles, and completing fine motor tasks such as peg boards and puzzles. These strategies will reinforce and foster independence particularly with identifying personal emotions and the ability to get back to the target goal of the student getting back into the "Green Zone." To address any potential behavioral challenges while students return to in person learning, the Westlake School Crisis Team and predetermined staff members were trained in nonviolent physical crisis intervention Safety Care training as well as newly adopted COVID safety protocols and procedures when engaging an acting out individual.



## Union County Educational Services Commission Superintendent Report

<b>School/Department: Transportation</b>	<b>Report Date: 12/20/2020</b>
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<b>Enrollment:</b>	
<b>Current Enrollment:</b>	<b>Intakes:</b>
<b>Acceptances:</b>	<b>Disenrollments:</b>
<b>Emergency Drills:</b>	
<b>Fire Drill:</b>	<b>Other (Specify Type):</b>
<b>Curriculum and Instruction:</b>	
<p>The Emergency Snow Notices were 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.</p> <p>Emergency Exit Drills were 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.</p> <p>The Commission's own data submission for the DRTRS was transmitted over the internet to the Department of Education on November 16, 2020.</p> <p>Due to the high volume of late applications and changes in out of district placements still being received by the Transportation Department, we will have a bid opening on December 1, 2020. 34 routes will go to bid.</p> <p>We have been experiencing an extremely high volume of route changes. Due to COVID-19 schedules have been changing. Routes have been put on hold and we have delays in reopening plans. Our Department averages about 3 out of district school closures a day.</p>	
<b>Community Based Instruction and Special Events:</b>	
<b>Professional Development</b>	

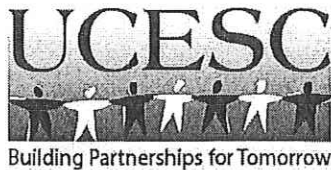


## Union County Educational Services Commission Superintendent Report

School/Department: Technology	Report Date: 11/16/2020
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<b>Enrollment:</b>	
NA	
<b>Emergency Drills:</b>	
<b>Fire Drill:</b> NA	<b>Other:</b>
<b>Curriculum and Instruction:</b>	
<p>After a good deal of resizing and adjusting our network, the VoIP phone system is online and fully functional. We are monitoring all supporting services all day, all week to ensure the environment remains stable.</p> <p>We are upgrading our network security and internet bandwidth. Once we receive the necessary hardware to implement, we will have redundant internet service at all school buildings.</p> <p>With the sunseting of Google Cloud Print we have configured a service to replace it. We will be migrating our printers over carefully so as not to interfere with workflow.</p> <p>T-Mobile has approved us for the Project 10Million campaign. We will be offering this service to students in need of reliable internet.</p>	
<b>Community Based Instruction and Special Events:</b>	
<b>Professional Development</b>	

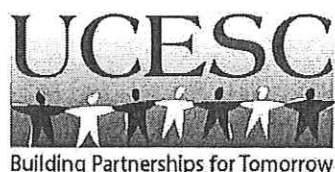




## Union County Educational Services Commission Superintendent Report

<b>School/Department:</b> Nonpublic Services Department	<b>Report Date:</b> November 23, 2020
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<b>Enrollment:</b>	
<b>Current Enrollment:</b> As of October 30, 2020 Total Comp Ed: 755 Total Supplemental Instruction: 421 Total Speech: 147  <b>Acceptances:</b> N/A	<b>Intakes:</b> N/A  <b>Disenrollments:</b> N/A
<b>Emergency Drills:</b>	
<b>Fire Drill:</b> Completed at the UCESC District Office: relaxed drill pre Covid-19 protocols	<b>Other (Specify Type):</b> N/A
<b>Curriculum and Instruction:</b>	
<p>Nonpublic teachers are continuing to learn and use additional resources to transition from in-person learning to virtual and back to in-person, while continuing to track student growth and achievement. Teachers are also beginning to learn how to use Elmo cameras during virtual learning. Speech Therapist are sending out Loom recordings to help provide speech language and articulation lessons.</p> <p>Nonpublic nurses are continuing to provide in-person services to our nonpublic school students and assisting with Covid-19 contract tracing to keep our nonpublic school safe.</p> <p>Nonpublic State programs: Textbooks and Security are fully implemented. Nonpublic Security spending plans are in the process of begin board approved within their local school district.</p>	
<b>Community Based Instruction and Special Events:</b>	
N/A	
<b>Professional Development</b>	
Nonpublic teachers are learning to use ELMO cameras when providing virtual lessons to students and will begin Pear Deck training. Teacher, paraprofessionals and nurses are continuing to work on GCN trainings set forth by UCESC.	



## Union County Educational Services Commission Superintendent Report

<b>School/Department:</b> Lamberts Mill Academy	<b>Report Date:</b> November 2020
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<b>Student Enrollment:</b>	
<b>Current Enrollment:</b> 48 total <b>LMA Campus:</b> 38 <b>New Point:</b> 14 <b>New Point at LMA:</b> 4	<b>Intakes:</b> 0  <b>Acceptances:</b> 0  <b>Disenrollments:</b> 1
<b>Emergency Drills:</b> 3	
<b>Fire Drill:</b> 11/13/20, 11/16/20	<b>Other:</b> Shelter in Place 11/9/20
<b>Curriculum and Instruction:</b>	
<p><b><u>English:</u></b></p> <p>Students in English have slowly adapted to the demands and benefits of the hybrid learning platform. We have explored writing techniques that include the identification of a writer's point of view, main ideas, conflicting components, and inferences. We have also worked on word meanings from context and analyzing more than one point of view. We have studied examples and written our own versions. In many instances, the writing samples are taken from current events, so we are able to discuss the language structure as well as news of the day. Obviously, there are simply a multitude of topics to 'tear from the headlines' to write about!</p> <p>We have begun a small exposure to the 100 best novels. Each day the students are briefly researching one title as part of their DO NOW activity. Most recently 1984 brought a healthy discussion about 'Big Brother' and the fears surrounding the app Tick Tock.</p> <p><b><u>History:</u></b></p> <p>Our discussions recently have been quite powerful as we review the activities that resulted from the presidential election. No shortage of topics to identify. Our class has studied the Democratic Process as developed in ancient Greece and compared the components to those things that exist in today's government. We have also studied bias and prejudice as we cited many topical events. One activity found our students assessing their own experiences. They were quite surprised to learn of their closeness to this issue as we dug deeper to related adult family members. We also looked at stereotypes and how they impacted different communities of people in our country. Going forward</p>	



we will begin a survey of ancient prehistoric societies and their place in the timeline of history.

**Mathematics:**

As November rolled around, our students are getting more attuned with their schedules. Despite the hybrid situation, we are accomplishing our goals and students are settling in. Students have been working on consumer math which included per item commissions and converting percentages into monetary figures. We also visited piece work, real estate commissions, online jobs, micro jobs, data entry, call centers and transcribing options. Students in Consumer Mathematics were able to discuss the pros and cons of different types of payment (salary, hourly, commission, etc.) and discuss what they preferred and why.

In Algebra, all students worked on linear equations, and how to perform inverse operations to isolate variables, and use the 'check' method to verify correct answers. Some students have been and continue to work on 2 step algebraic equations. Students in Algebra 2 spent time working with operations of monomials and polynomials. Students created graphic organizers for following steps to simplifying like terms and keeping the steps in order for the FOIL method. Geometry classes are working on diagnostics using the IXL program in order to ascertain practice and understanding. They have also been working on classifying and differentiating angles based on degree measures, and how angles are all around us in the outside world.

**Community Based Instruction and Special Events:**

We have not participated in any in-person field trips or virtual field trips for the month of November.

**Professional Development:**

Our staff is participating in IXL and Discovery Education professional development. Ultimately, we are enhancing our ability to engage with our students remotely. So far, our staff are slowly starting to acclimate themselves to these new programs and administration is providing guidance.



# Union County Educational Services Commission Superintendent Report

School/Department: Hillcrest Academy South Campus (HAS)	Report Date: 11/20/20
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Enrollment:	
Current Enrollment: 85	Intakes: 0
Acceptances: 0	Disenrollments: 0

Emergency Drills:	
Fire Drill: Relaxed drills on 11/12/20 (LMA & WL Cohort B) and 11/16/20 (LMA & WL Cohort A)	Other (Specify Type): Relaxed Lockdown 11/9/20

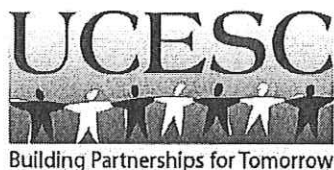
Curriculum and Instruction:
HAS students are on a full remote distance learning model. To assist teachers with supplemental web-based materials in order to engage students, IXL Diagnostics for the Language Arts and Mathematics teachers was implemented as well as Discovery Education for Science and Social Studies teachers. During an observation, one of Ms. Duarte's social studies USII classes concluded their study of the election process by learning about the Electoral College along with the influence young voters had on the 2020 election. The students were engaged while the teacher reviewed a map of states and how they voted. Some students were able to participate in their first election and saw great joy in exercising their right to be a part of the democratic process.

Community Based Instruction and Special Events:
<p>HAS is still awaiting word from Elizabeth and the NJDOE as to whether community service will be required this year. In the meantime, we are continuing to identify virtual community service opportunities for our students and begin to establish relationships with these new partners. The following opportunities will be provided to students when the HAS Community Service Program reopens: Letters Against Isolation, By The People (Library of Congress), Smithsonian Digital Volunteers (Smithsonian Institute), Lifetime Conversations Without Walls (Family Eldercare), Be My Eyes, Adopt a Nursing Home, Billion Graves, Ted Translators (TED), LibriVox, and Freerice.org.</p> <p>Every month students are recognized for their achievements and receive an incentive. This is posted on Dr. Baslamello's Google Classroom, the family receives an email with the award(s), and the students decided that the incentive of a \$5 D&amp;D gift card was extremely rewarding. Last month's recipients were as follows:</p> <p>Perfect attendance awards were earned by Bibian B., Tahaj B., Jason C., Taivian H., Emily J., Keon L., Aja M., Maurice M., Keamya O., Ja-ion P., Matthew P., Ivan P., and Cierra S.</p> <p>Academic certificates were awarded in Art, Ms. Picciano-Tavion H.; English, Ms. Cioffi-Myecia J.; English, Ms. Holden-Soraia F.; Health, Mr. Barone-Heavenlii R.; Health, Ms. Rubin-Alaysia N.; Math, Ms. Ferrari-Cierra S.; Math, Mr. Sobieniak-Yaimilee A.; Science, Ms. Arora-Keamya O.; Science, Mr. Reichman-Alaysia N.; Social Studies, Ms. Duarte-Ivan P.; and Social Studies, Ms. Wrzesinski-Yaimilee A.</p>

Awards of Excellence were received for Respect-Anthony P.; Citizenship-Taivian H.; and Overall Alaysia N.

### **Professional Development**

Tuesday PLC meetings have focused on student engagement. A modification was made to the distance learning schedules that provided students with additional structured time with each teacher. Additionally, Social-Emotional Learning (SEL) activities provided by the Social Workers were reviewed and facilitated by staff during their after weekly groups on Fridays. Ms. Arora, one of HAS's Science teachers, provided an SEL/ Cultural Awareness activity focused on the Diwali Festival of Lights. This included the teacher in traditional clothing who decorated an office then made a video explaining the celebration based on her decorations. The HAS PRT meets weekly to create specific procedures for when the students return to a hybrid schedule and have provided professional development opportunities. The most recent webinar was "How to Make Hybrid Learning Work During COVID-19".



## Union County Educational Services Commission Superintendent Report

<b>School/Department:</b> Crossroads School	<b>Report Date:</b> 11/20/20
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<b>Enrollment:</b>	
<b>Current Enrollment:</b> 42	<b>Intakes:</b> 2
<b>Acceptances:</b> 2	<b>Disenrollments:</b> 0

<b>Emergency Drills:</b>	
<b>Fire Drill:</b> 11/23/20	<b>Other (Specify Type):</b> Relaxed Fire Drill

<b>Curriculum and Instruction:</b>
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In Allison Gebler's Elementary School Classroom, all students are receiving full time live instruction at Crossroads School. One of the priorities of the staff has been to focus on improving student skill sets and instilling independent navigation of distance learning technology. All classroom lessons and activities are posted to the virtual classroom so students can extend their learning from home with digital and concrete materials including Boom Cards. Boom Cards are an instructional curriculum that differentiates learning activities for individual students and is very user friendly. As Crossroads Speech Therapist stated in her Speech Monthly Report, "The Boom Cards application continues to be a popular resource for students, families and staff.

Crossroads School Physical Therapist, Aliza Feuerstein, continues to provide creating physical therapy during her live therapy sessions through the Google Meets application. Parent involvement is extremely high, and students are actively engaging in interactive games, exercise videos and other remote tools and options that continue to increase overall student participation. Susan Parenti, Natalia Amador and Christina Witte lead our Middle School Program. Crossroads Staff within our middle school program, continue to practice daily living skills and pre-vocational activities in our classrooms and therapeutic offices. Our Middle School students continue to thrive in our direct instruction model of instruction.

Natalia Amador's middle school class continues to prioritize English Language Arts during direct instruction opportunities. Consistently infusing our SRA (Reading Mastery) curriculum into individual instructional lessons continues to increase student achievement as evidenced from our data collection from specific assessments. Concepts such as following directions, object identification, comprehension skills and sight word recognition are continuously practiced during virtual and in-person lessons. One-to-one instructional aides and paraprofessionals consistently provide students and families with appropriate supports with minimal prompting.

Individual programming during direct instruction as well as social studies/science groups continue to be a classroom focus in Susan Parenti's classroom. Life skills and pre-vocational activities are infused into curriculum and instructional lessons on a daily basis. All lessons are also posted on the teacher's webpage so that parents can access them from home. Individual student learning packets have also been sent home to all students.

<b>Community Based Instruction and Special Events:</b>
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The Occupational Therapy Department organized and implemented a fall scavenger hunt and Thanksgiving project while they were working with students within individual classrooms! Appropriate social distancing took place throughout the duration of the activity and maximum occupancy mandates were followed.

Classrooms are internally participating in a multitude of different Thanksgiving related learning activities.

The Crossroads School Holiday Committee will be meeting in the month of November to brainstorm Holiday activities for students and parents both in-person and virtually. Social distancing will take place during any activities and no visitors will be allowed to physically enter the school.

Natalia Amador's middle school class created special instructional lessons in honor of Veteran's Day. One of the activities asked our students to select one of the five branches of the military and to learn and artistically decorate symbols, songs and pledges.

Lindsay DeNigris elementary classroom created an innovative and creative activity to celebrate and discuss Election Day. The students read an adapted book about Election Day and then voted for their favorite food in a student created voting booth! The students were highly engaged in this activity and thoroughly enjoyed the opportunity to vote!

The Crossroads Pre-School Program is off to an excellent start to the 2020-2021 school year! In Kaley Francis classroom, students are learning how to tolerate facial coverings and practicing hand washing. Paraprofessional Candance Ahlquist continues to make music videos that the students absolutely love during circle time.

#### Professional Development

On November 30<sup>th</sup>, Crossroads Principal, Reed Leibfried, School Social Worker, Elaine Liggeri and Health/Physical Education Teacher, Richard Horn, will invite Crossroads Parents and Families to a parental training focused on the Social and Emotional Learning needs of our students. This training directly aligns with the 2020-2021 professional development goal addressing the social and emotional needs of our students and families.

Crossroads Paraprofessionals received google application trainings throughout the month of November. Crossroads Paraprofessional, Halley Daniels facilitated the trainings collaboratively with Crossroads Principal, Reed Leibfried and Crossroads Supervisor of Instruction, Melissa McLaughlin. The staff practiced utilizing the google applications and were assessed at the end of the multiple trainings.

Crossroads Staff have participated in Professional Learning Community Meetings as well as numerous Pre-IEP meetings. A school-wide student growth objective was created by the administrative team with support from our ScIP Committee.

The Pandemic Response Committee has met throughout the month of November to discuss the Restart and Recovery Plan. The administrative team consistently seeks feedback from the Committee that represents all staff stakeholders.





## Union County Educational Services Commission Superintendent Report

<b>School/Department:</b> Hillcrest Academy North	<b>Report Date:</b> 11/20/20
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<b>Enrollment:</b>	
<b>Current Enrollment:</b> 55	<b>Intakes:</b> 5
<b>Acceptances:</b> 5	<b>Disenrollments:</b> 0
<b>Emergency Drills:</b>	
<b>Fire Drill:</b> 11/16/20	<b>Other (Specify Type):</b> Communication Drill 11/12/20

<b>Curriculum and Instruction:</b>
<p>During the month of November in Social Studies classes focused on the 2020 US Election Cycle. One of the major goals of teaching social studies is to help students become more informed, empowered, responsible citizens. Elections are really the biggest "real life" formative assessments of those attributes. We wanted to not only teach our students the skills needed to make informed, meaningful decisions when voting, but also the knowledge and skills needed to understand and evaluate the election results.</p> <p>The day after the election, with the results of the Electoral College still not totally clear, we ran virtual meets where students were asked to analyze the current electoral map and apply the knowledge about voting blocks and swing states they had learned to predict the overall outcome. Students displayed a mastery of election strategy and the Electoral College system in their evaluations. Their ability to use real evidence to support the claims they had developed by applying their past knowledge and skills to clearly see the full picture demonstrated that our goals of developing informed, empowered, responsible citizens had been met.</p> <p>Another instructional highlight was in English where the RACE writing method was taught to students by sharing a document and asking students to write a response together as a class. With a writing response posted that all could view and edit, students critiqued and discussed whether the response followed the RACE format and how it could be enhanced. It was special because it was a way for all students to engage and work on something as a class even though we do not have a whiteboard for students to come up to and share on. The teacher chose this activity so students could see a sample writing and understand how it can be fixed and improved to make it a proper RACE writing response.</p> <p>The last highlight in English was a Google slide show that was created by a teacher that contained- new information, modeling example, new reading, and practice questions all in the same slideshow. It was special because it was a way to contain all the necessary information for the lesson in one convenient location without students having to go back and forth between a slideshow, a reading, a model, and questions which is something we have been struggling with in this remote setting. The teacher chose to create this because she saw students struggling going back and forth between all the documents and thought this was a better way to provide them with all the necessary information in one spot. Students responded well because they liked everything in one place and were able to flip back just one slide to see the definition and example and then flip to the next slide to read and answer the practice questions.</p> <p>During the last two weeks of MP1, we had several students go from a very low failing grade to passing in just a few days because of the student's hard work, diligence, and determination to complete assignments, attend study</p>



sessions, and submit make-up work. Since the scheduling changes were made for MP2, students who were struggling to complete assignments and manage their time are now on top of assignments by attending the Google meets daily and working on the classwork with the teachers. The students have recognized the need for more structure and dedication to completing assignments.

#### **Community Based Instruction and Special Events:**

The school social worker meets with all students on Fridays in a small group setting to work on various SEL skills. Topics covered in the month of November included growth mindset, resilience, and time management. Most lessons are derived from the *Social Emotional Character Development* book by the New Jersey State Bar Foundation.

For the growth mindset activity, students watched a video on growth mindset, were told the definition, and then completed a worksheet as a group on fixed mindset statements versus growth mindset statements. The following week students focused on resilience. This lesson started with a video from the Rio Paralympics in 2016. Students then discussed ways these athletes have shown resilience and then identified ways they have shown resilience in their lives. Another brief video identified ways that students can improve their resilience. Finally, students were asked to pick one area (getting regular sleep, setting goals, sharing, and connecting, expressing emotions, and taking time out) that they can focus on developing.

The last Friday of the month students will work on a skill identified as something many of them struggle with - time management. Students will engage in a discussion on the various expectations people have of them and will identify various ways to appropriately manage their time. They will complete a form showing them how much time they are spending on various activities and will identify ways they can dedicate appropriate amounts of time to their various responsibilities.

#### **Professional Development**

The PLC team decided that the most effective use of time would be to share remote learning strategies given this new instructional setting. As a result, the PLC team chose to share aloud a useful remote instructional technique with models and examples during the first couple of meetings. Teachers were then required to sign up for a future date indicating the strategy they would be teaching and providing some resources which will act as "bank of tools and strategies" for all the teachers to access during remote learning.

The first strategy taught was on the use of "Mote." The teacher demonstrated how "Mote" works and showed a list of some examples of how it could be used in a variety of ways. Most specifically, the teacher demonstrated how to provide feedback using "Mote" on an essay. The teacher attached a link on the signup sheet on how to use it, the list of examples, and the model example of using it in an essay. Another teacher presented on "Google Interactive Notebooks" and created a slideshow on how to create and use them. The teacher explained how they could be used in various subjects and provided examples of how he uses them in his classroom. Last, a teacher presented on "Grammarly" and how to use it in the classroom and linked the website to the classroom. More teachers will be presenting in the future. Some topics already chosen by teachers are Pear Deck and another video recording system.

We look forward to continuing these efforts of sharing tools and strategies in remote learning during future PLC meetings.