



**Union County Educational Services Commission
Superintendent Report**

School/Department: Crossroads School	Report Date: 12/18/20
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Enrollment:	
Current Enrollment: 42	Intake: 1
Acceptances: 1	Disenrollments: 1

Emergency Drills:	
Fire Drill: 12/9/20	Other (Specify Type): Shelter in Place: 12/14/20

Curriculum and Instruction:

In Christina Witte’s middle school classroom, students continue to adjust to the unprecedented times in education while participating in a hybrid learning model. Due to the hybrid schedule arrangements, students have been receiving one-to-one instruction and learning experiences all day, every day due to the smaller amounts of students in the classroom. Staff have been able to meet regularly with the entire educational team while being able to focus on each student individually, and the benefits are directly observable. Our students have been more directly engaged throughout the school day and they appear to show less signs of frustration or fatigue over the course of the week. We have had a significant reduction in behavioral incidences due to the more calming learning environment within the school facility.

Since the 2018-2019 academic school year, Crossroads administration has made it a professional goal to promote the practice of conducting therapeutic sessions within the classroom setting. This therapeutic integrated model has further contributed to an improved team approach. Since the therapy happens inside the classroom, within the context of the classrooms, therapists, teachers, and paraprofessionals are all involved, learn from and support each other, and the students are benefiting from it. Due to the collaboration of school administration, our therapists and classroom staff, we have been able to create and follow a solid oral-motor program for student Lucky E., from the Union Public School District, which has already led him being able to drink from a cup, which was not possible before this model of instruction took place this school year. Student Elijah D., of the Hillside Public School District, has learned how to dress himself with very little support. Observing his struggles in the classroom when getting dressed, the OT was able to see exactly what he needed in order to assist in his dressing routine, so she custom-designed him a grip for his zippers and fasteners.

In Allison Gebler’s elementary school classroom, our school community welcomed new student Stella S., from the Union Public School District. Both live instruction as well as remote instruction through the [Virtual Classroom](#) have continued to focus on improving student skill sets and an independent navigation of distance learning technology students, families and staff. Students are using digital resources like Boom Cards while in the school building and in their home learning assignments. Both Lyla and Sebastian have made incredible progress understanding the different directions. For example, students practice touching a single answer from an array, dragging images, or tapping GO to move to the next page on a consistent basis and have been yielding positive results!

The Crossroads School Speech Department of Hope Weinstein, Jessica Pinzon and Catherine Serzan have been providing our students with live and remote instruction since the beginning of the school year. These sessions have yielded positive student learning outcomes and an outstanding level of parental participation during remote learning. Student Devin C. from the Garwood Public School District has made a fantastic transition from fully remote to in-school learning. He is excited to be back at school and is truly a leader among his classmates. His

ability to describe objects in different ways has improved significantly and he has become more descriptive in general while speaking. Devin is also a great builder and during his breaks from classwork he has created some amazing structures using K'nex building toys.

Luis T. of the Elizabeth Public School District is demonstrating high levels of student engagement and actively participating in remote lessons with the assistance of his father in coordination with Crossroads Staff. Luis is making gains in sorting big and little objects and is doing a terrific job categorizing functional objects. His attitude is always positive and his support system while he learns from home is tremendous.

Community Based Instruction and Special Events:

Crossroads School continues the annual tradition of distributing Holiday Presents to all of our students. Thanks to the generosity of the students, families and staff of Wardlaw Hartridge High School in Edison, NJ, our students will be receiving a special gift to celebrate the Holiday season. Specific gifts are selected for each student and are wrapped by the Crossroads School staff. Thanks to the UCESC Transportation Department, all gifts will be delivered to the houses of remote learning students as well as current students in the hybrid model that will not be in attendance the week of December 21st.

The annual Crossroads School food drive took in place in the month of December. Staff and families donated food items to the food drive, and we will be distributing the items based on the greatest need of our students and families. The collected food items will be transported to the homes of our remote learners the week of December 21st.

Crossroads School was given an extremely generous donation from the Heritage Mortgage Banking Corporation based in Morristown, NJ. Esteemed Crossroads Staff member and Board-Certified Behavior Analyst, Danielle Cicalese and her husband, James Cicalese facilitated the school in receiving the donation. An incredible gift of one thousand five hundred dollars was given to the school by Heritage Mortgage spearheaded by the Cicalese family. All monies purchased ShopRite gift cards to allow our families to purchase specific food items for the Holiday season.

Crossroads Staff kept our holiday traditions alive by participating in a virtual bingo and trivia on December 9th. Staff also participated in a classroom door decorating contest. The recipients of first place were the staff members in classroom 108, Alexis Lorenz, Lacey McCloskey and Marissa Bock! A pizza party courtesy of the main office will be forthcoming to the staff soon!

Finally, Crossroads School Principal Reed Leibfried will be leading the annual "Santa Claus Comes to Town," festivities as he will be handing out gifts and spreading good tiding on December 22nd!

All social distancing requirements and mandates were adhered to during each and every activity.

Professional Development:

Crossroads School professional learning community meetings were specifically tailored to collaborate, brainstorm, and discuss best instructional practices during remote instruction. Crossroads students and staff will work remotely from January 4-January 19. Remote learning curricula were analyzed, and individual learning packets were created.

Pre- IEP meetings took place throughout the month of December. All meetings consisted of school administration, a member of our behavior team, and the individual student's classroom teacher and assigned therapists. Crossroads School staff lead six different IEP meetings during the month.

School administration continued to meet with the behavior team, clinical team, main office staff as well as certified staff on a weekly basis.



**Union County Educational Services Commission
Superintendent Report**

School/Department: Hillcrest Academy North	Report Date: 12/22/20
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Enrollment:	
Current Enrollment: 61 Acceptances: 6	Intakes: 6 Disenrollments: 0
Emergency Drills:	
Fire Drill: 12/11/20	Other (Specify Type): Shelter in Place: 12/11/20

Curriculum and Instruction:
<p>In English, students began the argumentative essay unit. The unit began with a lesson distinguishing the difference between facts and opinions and identifying facts and opinions while reading and annotating an article on the Covid-19 vaccination created by Pfizer. Students also learned about the basic terms surrounding arguments such as claim, reason, evidence, counterclaims. Students then practiced the IXL skill distinguishing facts from opinions. Students continued the unit by reading a Newsela Pro/Con article about whether prisoners should be allowed to vote and learning the terms: point of view and unsupported claims. Students were required to identify using the Con side of the article, the point of view, claims with evidence, unsupported claims, and counterclaims. Students were then assigned the IXI skill of tracing an argument and identifying counterclaims. Students were tasked with a writing assignment in which they had to summarize the Pro/Con article on prisoner voting rights and use the RACE method to explain which side of the argument was stronger using the argumentative terms. Students then completed an IXL assignment regarding the skill of stronger and weaker evidence.</p> <p>In Social Studies, US 2 students focused on the “Industrial Revolution” and the super wealthy (Rockefeller and such). Students did this by examining the “why” and “morality” of these people’s actions. Students looked at specific incidents and examined them through this lens. Students also began to see the blueprint for WW1 and how the world was inching towards it. In Civil Liberties, students began to break down the novel “Dear Martin” using the concepts and terms previously learned to examine the writing and message.</p> <p>In Mathematics, Ms. Mannino conducted a small survey in her classes where she found that students liked the pacing of the classes the most. They are able to watch an instructional video, rewind if necessary and complete the assignments at their own pace. Some students are accepting the challenges of doing more than the minimum. They aim to get 100 on an IXL assignment no matter how long it takes them. They do not have to wait for other students to get started if they know the skill. The downside to remote learning involves difficulty with the connectivity to the internet. The socialization in person is another aspect they miss the most.</p> <p>In Probability and Statistics, students have been working on representation of data. This includes box and whisker plots and histograms. They are using Google Sheets for large data numbers and IXL for practice exercises. In light of our current situation, it is interesting to examine the number of hospitals per state and the three outliers to the data.</p> <p>In Geometry, students have moved on from points and lines to triangles. They are now studying ways to prove two triangles are congruent. They are also practicing writing proofs by choosing the correct reason for each statement. This kind of logical thinking and having support for a statement can be applied in many other subjects.</p>

In Health, students completed Unit 5 which covered contact tracing and the Covid-19 vaccine. Students were asked to write their opinions about if they think we all have a responsibility to take measures to protect others from the coronavirus; like hand washing, distancing and mask wearing to help protect other people. Also, students watched the video “How does Contact Tracing Work?” After viewing the video, the students answered questions in a Google Slides presentation.

Community Based Instruction and Special Events:

This month, the guidance counselor, Mrs. Schulhafer started the second marking period by contacting the students to see how they are progressing in remote learning. The guidance counselor holds virtual meetings with the students at the beginning and end of each marking period to ensure students are on track academically and answer any questions that they may have. Ms. Schulhafer continued to meet with Seniors to help them register for the SAT, apply to colleges, and develop post-secondary plans. The guidance counselor will continue to contact and monitor their credit retrieval progress.

The social worker has continued to do much of the same in the month of December. Weekly SEL groups are diligently working towards meeting goals. Topics addressed this month include resilience and emotional regulation. The social worker has continued to meet with many seniors with the school counselor for follow up senior meetings to ensure that the students are on track for graduation. We had many new students start at HAN this month, and the social worker has worked with the school counselor to have them start school and engage in classes.

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. This has proven to be an effective use of time. We look forward to continuing these efforts of sharing tools and strategies in remote learning during future PLC meetings.

The afterschool meetings during the month of December focused on department meetings where IXL and Discovery Education were reviewed, discussed, and practiced. Teachers in these subject areas are using these programs and sharing best practices in department meetings.



**Union County Educational Services Commission
Superintendent Report**

School/Department: Hillcrest Academy South	Report Date: 12/18/20
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Enrollment:

Current Enrollment: 81	Intakes: 0
Acceptances: 0	Disenrollments: 4 (2 moved out of state 2 dropped out of high school to attempt their GEDs)

Emergency Drills:

Fire Drill: Relaxed Drills on 12/10/20 (LMA &WLS Cohort B) & 12/14/20 (LMA & WLS Cohort A)	Other (Specify Type): Shelter in Place 12/9/20
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Curriculum and Instruction:

HAS staff are on full remote as of 12/15/20 and will return to the building on 1/19/21. HAS students are participating in a full remote distance learning model to coincide with the Elizabeth Public School District.

Ms. Ferrari, HAS’s Mathematics teacher, reported a variety of ways to engage students, which include but are not limited to PearDeck, KAMI, IXL, and Codecogs. Students completed IXL assignments ‘Smart Scores’ were converted to a percentage, based on the information learned about ‘Smart Scores’ from the Professional Development meeting presented by Mr. Savoia. PearDeck was utilized to provide a teacher-led discussion about time management. Geometry students added the KAMI Chrome Extension App on their computers and filled text boxes to answer questions on a PDF about Logic. KAMI even provided the students with a function to write mathematical equations on the PDF. Codecogs was utilized to import rational equations into GoogleForms. Students completed multiple choice questions, marked all that apply questions and analytical long text questions on their assignments. Pictures were also imported into GoogleForms 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.

During a virtual walkthrough performed by Dr. Balsamello, Ms. Cioffi, HAS’s English Teacher had her class evaluate the author's purpose and point of view for an opinion article. They used their analysis of that article and drafted a written response of their analysis of the author’s purpose in writing by completing a R.A.C.E. graphic organizer. Students practiced citing textual evidence, used transitions, and incorporated academic sentence starters to strengthen their writing. After reviewing teacher feedback on these graphic organizers’ students wrote out their final responses. During these lessons, students also completed activities on IXL that link to these skills to reinforce their learning. This was all completed through utilizing Google Meet.

Community Based Instruction and Special Events:

HAS is waiting for updated information from the NJDOE and from the Elizabeth Public School District 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.

Every month students are recognized for their achievements and receive an incentive. This is posted on Dr. Balsamello's GoogleClassroom, the family receives an email with the award(s), and the students decided that the incentive of a \$5 D&D gift card was extremely rewarding. November's Student of the Month Award recipients were as follows:

Awards of Excellence were received for Citizenship-Tahaj Bowers; Respect-James Ramirez; and the overall SoM for November 2020 was Ms. Venetia Venus.

Academic certificates were awarded in Art, Ms. Picciano-Destynee Baker; English, Ms. Cioffi-Savannah Godoy; English, Ms. Holden-Alaysia Negron; Health, Mr. Barone-Matthew Pinto; Health, Ms. Rubin-Yaimilee Alarcon-Valentin; Math, Ms. Ferrari-Tahaj Bowers; Math, Mr. Sobieniak-Matthew Pinto; Science, Ms. Arora-Yaimilee Alarcon-Valentin; Science, Mr. Reichman-Ivan Polanco; Social Studies, Ms. Duarte-Taliah Fries; and Social Studies, Ms. Wrzesinski-Emily Jean.

Perfect attendance awards were earned by Bibian Baez-Horton; Tahaj Bowers; Shannon Cabrera; Fa'Asia Hall; Emily Jean; Zondre Joseph; Alaysia Negron; Matthew Pinto; Jasmine Plantz; Ivan Polanco; Alan Ribera; and Venetia Venus.

Professional Development:

Tuesday's Professional Learning Community meetings will continue to focus on student engagement strategies. A modification was made to the distance learning schedules starting with the second marking period that provided students with additional structured time with each teacher for each class. The HAS Pandemic Response Team meets weekly to create specific procedures for when the students return to a hybrid schedule. The PRT will provide professional development articles to staff at the next PLC meeting planned for 12/22/20. Tuesday department meetings have been focused on implementing student engagement resources from IXL (for English and Mathematics teachers) and Discovery Education (for Science and Social Studies teachers). Social-Emotional Learning (SEL) activities are provided by the Social Workers and facilitated by staff during their weekly groups on Fridays.



**Union County Educational Services Commission
Superintendent Report**

School/Department: Lamberts Mill Academy	Report Date: December 2020
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Enrollment:

Current Enrollment: 46 Total LMA Campus: 37 New Point: 11 New Point at LMA: 3	Intakes: 1 Acceptances: 0 Disenrollments: 0
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Emergency Drills:

Fire Drill: 3 12/9/20 - Cohort B, 12/10/20 Cohort A	Other: Shelter in Place: 12/14/20
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Curriculum and Instruction:

English:

Our middle school students have been working on a number of skills. In stories they have identified themes and central ideas and they have created several examples of their own in activities. We have also looked at action in stories and how the authors create these events and the emotions that are attached to them. We have also looked at story development and have created informative essays as a part of this topic.

We continue to use the IXL platform for individual skill development on a weekly basis. These skills are identified by the activity and then linked to remedial activities. Our daily DO NOWs are identifying the most popular novels - the top 100. Each day the students are given a title and asked to research its author and provide a summary of the story and then share about it to the rest of the class. We hope to enlarge their scope of books and create a deeper knowledge base.

History:

Social Studies students have been diving deeper into Discovery Education and have been using the Techbook feature to analyze historical topics by highlighting and taking digital notes within their accounts. World History students have continued their study of Ancient Civilizations with a shift to Ancient China and have started to learn about various world religions. US I History students will be starting the American Revolutionary War soon and have been learning about events that led up to the colonists rebelling against the British Empire. US II History students have been focusing on the causes and effects of World War I and how they set the stage for World War II. 20th Century Modern History students have been studying the Women’s Suffrage and Civil Rights movements and how the events of each movement have impacted today’s society. All Social Students have been working on skills that allow them to understand how events of the past impact the current world around them.

Mathematics:

All students have been receiving instructional support and activities through the use of IXL software. Students receive recommended assignments based on their levels, along with the content they are working on per the course they are enrolled in. Students in Algebra 1 are continuing to work with Integers, and how to solve different types of equations, along with creating word problems that coincide with solving equations. Algebra 2 students are learning about operations with polynomials, along with the FOIL Method, and how to factor a trinomial. These students are learning how to check and verify their answers by inserting answers to the original problems.

Students in Geometry classes are spending a lot of time working with transversals and learning about the different types of angle relationships amongst newly created angles. Students are also learning how to use online, interactive tools such as using an interactive protractor to measure angles, and to verify theorems. Finally, students in Consumer Mathematics are discussing and learning about financial budgets. Students are debating needs vs wants, and how to come up with their own monthly budget based on monthly income of future careers they are interested in.

Community Based Instruction and Special Events:

N/A

Professional Development:

We have been providing our staff with in-depth training on Discovery Education. Initially, we set aside time this month to provide an intro into the software and its capabilities. We assigned staff the task of teaching a lesson to their students using Discovery Education. The goal is to have our teachers practice the tools that they learned about in the training and then incorporate them into their classroom teaching. Staff reported back to us at a recent staff meeting providing mostly positive feedback with their Discovery Education experience.



**Union County Educational Services Commission
Superintendent Report**

School/Department: Nonpublic Services	Report Date: 12/18/20
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Enrollment:

Current Enrollment as of November 30:	Acceptances:	N/A
Total Comp Ed Services: 788	Intakes:	N/A
Total Supplemental Instruction Services: 374	Disenrollments :	N/A
Total Speech Services: 231		

Emergency Drills:

Fire Drill: N/A	Other: N/A
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Curriculum and Instruction:

Nonpublic programs vary on how students are provided services. Some programs offer in-person, virtual or a combination of both as a means to deliver instruction. Nonpublic teachers continue to track student growth and achievement using the model their assigned nonpublic school utilizes. Teachers continue to utilize Elmo cameras during virtual learning. Speech Therapist continue to send Loom recordings to assist in providing speech language and articulation lessons.

Nonpublic nurses continue to provide in-person services to our nonpublic school students and assist with Covid-19 contract tracing.

Nonpublic State programs: Textbooks and Security are fully implemented. Nonpublic Security spending plans continue to be board approved at the local school district of where the nonpublic school is located.

Community Based Instruction and Special Events:

Special Event:

After 17 years as a Nonpublic Secretary, Linda Jakubowski has retired. Linda will be missed by all in the Nonpublic Department and we wish her a wonderful, relaxing retirement.

The Nonpublic Department is excited to announce Natalie Matos as the new Nonpublic Secretary filling the vacancy due to Linda Jakubowski's retirement.

Professional Development

Nonpublic teachers continue to use ELMO cameras when providing virtual lessons to students and 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

School/Department: Technology	Report Date: 12/25/20
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Enrollment:	
N/A	
Emergency Drills:	
Fire Drill: N/A	Other: N/A
Curriculum and Instruction:	
<p>We continue to improve network security and strength.</p> <p>Improving structured cabling where needed, refreshing network components.</p> <p>Further stabilize the network and utilize E-Rate funding to maximize improvements.</p> <p>Printer accommodations for sunset on Google Cloud Print.</p>	
Community Based Instruction and Special Events:	
Professional Development:	



**Union County Educational Services Commission
Superintendent Report**

School/Department: Transportation	Report Date: 1/6/21
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Enrollment:

N/A

Emergency Drills:

Fire Drill: N/A	Other: N/A
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Curriculum and Instruction:

The estimate of total yearly transportation costs was mailed to all participating districts on December 18, 2020. This report is needed by the districts for budget planning and preparation and is mailed every few months. Costs fluctuate due to student additions and deletions and interim reports give participating districts a more accurate “snapshot” of their total annual costs. A similar report is also prepared for the contractors who work for the Commission.

The winter season has now begun, and the inclement weather notification system is in place and has already been implemented due to the early onset of the winter season this year.

The Department’s revenue statement is used as a measure of the amount of business conducted by the Department as compared to the same time last year. The statement shows that compared to last year, we have a significant decrease due to COVID and the lack of transportation needed at this time. As time passes and school districts start their restart plans and busing is required, revenue will start to increase.

Community Based Instruction and Special Events:
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Professional Development

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**Union County Educational Services Commission
Superintendent Report**

School/Department: Westlake School	Report Date: 12/16/20
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Enrollment:

Current Enrollment: 55 Acceptances: 0	Intakes: 2 Disenrollments: 0
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Emergency Drills:

Fire Drill: (Relaxed Fire Drill) 12/10/20 Cohort B 12/14/20 Cohort A	Other (Specify Type): Shelter in Place 12/9/20
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Curriculum and Instruction:

Westlake staff provides ongoing instruction for both hybrid and Cohorts A and B. Our staff continues to use online resources and curricula to engage all students in various ways of teaching during a time in which students require consistency and patience through these special circumstances. Students continue learning and participating in live instruction 2 times a day with lessons posted daily for all academic subjects.

In Science, students are learning about plant cells and their structure. They have made diagrams of plant cells and watched videos on the cells. Students have read about photosynthesis and they have watched videos about this process. Students are also talking about the weather and the seasons and that we are due for a big snowstorm this week. Students showed thumbs up or a thumb down on whether they wanted it to snow or not. The students learned how scientists predict the weather and Had discussions about different types of weather.

Classes are studying about the states and their capitals. They have read about Hawaii, Idaho, and Illinois. They have colored the state flowers, birds, and flags.

In Food Science, Mrs. Palmer’s students are learning the importance of labels on canned goods and why they are on our products. The students have made pancakes and they are going to make potato pancakes this week. Each student is given their own supplies to work with and an area to prepare their own recipe due to Covid-19. The students enjoy working with this type of structure and they have been following all safety rules.

Reading / Language Art: This month, the students listened to various stories (Turkey Trouble, Frito makes a friend, Harry the dirty dog, etc.) and worked on WH questions as well as identifying story elements.

Math: Students focused on learning money concepts. The students worked on how to count bills and coins using the Touch Money Strategy. Students also worked on calculating their favorite Thanksgiving dinner menu using with/without a calculator.

Another area we address in our live classes is social/emotional learning. The students regularly check which zone they are in, read and respond to social skills questions and scenarios, as well as having group discussions centered around would you rather questions (ex-would you rather take a cold shower once a day or a hot shower once a week? Students were evenly divided on this one)

Students continue to receive live teletherapy sessions while they are home during their remote learning weeks. Students are enjoying the addition of interactive games, exercise videos and other remote tools that have been added to teletherapy sessions to increase participation. Electronic emailed sessions are sent to the families that have opted out of live therapy (during their remote weeks). These sessions include many videos with instructions of exercises directly correlating to each student's IEP goals and objectives.

Community Based Instruction and Special Events:

SLE students continue to meet on a bi-weekly hybrid distant learning schedule with Hermena Goodson. Learning content is focused on critical employability skills. This month, students were introduced to the concept of soft skills vs hard skills and the 7 top soft skills employers consider critical for success on the job. The first learning module for this unit is communication skills (*#1 skill on the employers list*). Students learned that there are two different types of communication skills:

Students are continuing to learn to use the elements and principles of art to make artwork of their own. Through virtual and in person assignments, they continue to identify the ways in which artists use shapes, line and color in historical and contemporary art. Students have made expressive and representative drawings, paintings, and collages. They have also been working to follow step-by-step instructions through directed drawing in order to feel a sense of accomplishment as simple lines and shapes come together to make a picture.

Special Events this month included a Dance Party in Physical Education on December 4, 2020 that students and their families enjoyed. They requested songs to Mr. Shanfield and everyone was dancing and having fun. Santa will be visiting on December 18th and December 23rd. Westlake received a \$150 donation from Kevin Ryan, former classroom teacher who wanted to put money towards student holiday gifts. The students are making him cards to thank him.

Celebration of different cultures and holidays in observance:

In social studies, students learn a variety of subjects, some are learning about the 50 states and all students are learning about the observance of the upcoming holidays. Some holidays discussed are Hanukkah, Christmas, Kwanza, and Diwali. Videos and worksheets were used to engage the students. In honor of Hanukkah students made Potatoes Latkes. In our study of Christmas students have been especially focused on how Christmas is celebrated in different countries around the world. We have all learned new things about other cultures. For instance, did you know that in Greenland people eat whale blubber with the skin attached called mattak. We all decided that this is one tradition we would not like to try. Other countries studied include Italy and Mexico.

Students have covered U.S.A., Russia, India, and Israel. By the end of January, they will have completed 10 different countries. They read about the celebration, watch a video, or listen to a book and create a craft activity from each country. The students have "passports" from each country that will be "stamped" and we work our way through. They have also covered current events such as the National Christmas Tree, New Hosts on Jeopardy, Time Magazine Kid of the Year, the Mysterious Monoliths, and the National Menorah.

Professional Development:

Jen Pavlik, Westlake paraprofessional, received her RBT this month, after passing her exam. She is currently assigned as a 1:1 to a student every other week and is starting her role as RBT in our Behavior Department during alternate weeks. She has already begun collecting data sheets and is learning to graph on Google sheets, and is becoming familiar with individual BIPS and behavioral strategies being implemented with students in multiple classrooms.

Behavioral strategies have been developed and changed as needed by behaviorists in consultation with classroom teams, for several students

Westlake staff having been working together on our PLC which is to put together a Remote Instructional Library of materials using the resources we have provided staff this year. These shared resources and materials make lessons easier and shareable for all to benefit from.



Union County Educational Services Commission Superintendent Report

School/Department: Work Readiness Academy	Report Date: 12/23/20
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Enrollment:

Current Enrollment: 22 (includes WRA & Project SEARCH) Acceptances: 0	Intakes: 3 Disenrollments: 0
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Emergency Drills:

Fire Drill: 12/2/20	Other (Specify Type): Shelter in Place 12/14/20
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Curriculum and Instruction:

The focus of Hybrid learning this month at the Work Readiness Academy included the development of individual Post-Secondary Goals and researching a Career/Occupation of interest using O*Net Online. This is part of our yearlong focus on helping students understand and identify individualized “Career Pathways”.

Employability Skills lessons this month focused on several topics including Procrastination, Time Management, Work-Related Telephone Skills, and Dressing for Success. The students also began learning about Google Sites -- an app that helps users to create a basic website.

Community Based Instruction and Special Events:
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Students in the Project SEARCH program at Overlook Medical Center continued their participation in their first internship rotations which include experiences with the following hospital departments:

- Surgical Supplies
- Food Services (Cafeteria)
- Mail Room
- Dietary Services
- Patient Experience/Greeter & Escort
- Environmental Services (Housekeeping)
- Materials Management
- Clinical Engineering
- ISS (Information Systems and Solutions)

We anticipate this internship experience to last 10-12 weeks.

The interns also participated in their first round of Employment Planning Meetings (EPMs) this month. The EPMs are collaborative planning meetings that include the students, their families, the on-site staff from UCESC, and the assigned counselor from the Division of Vocational Rehabilitation with a focus on discussing intern progress, areas for continued skill development, and future ideas for job development.

While students in the Work Readiness Academy are not currently participating in Community-Based Instruction, they continue to work on alternate projects that were designed to help develop soft and hard work skills. The

students fulfilled three additional orders for Hand Sanitizer that they received from Heathermeade Distilling in Kenilworth, NJ. This creative partnership has allowed students the chance to work in a simulated assembly line and distribution work center where they bottle, label, and pack the orders that are received. The students also completed their Mock Food Truck Business project (with each team delivering presentations) and WRA Calendar project. The 2021 Calendar was designed, printed, and assembled by the WRA students. Each month features an inspirational quote and picture, or original image as selected by the student.

Professional Development:

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.

We continue to run a Weekly Community Meeting for our programs to help address Social-Emotional learning needs. This month our meetings centered around the themes of Self-Care and Gratitude.

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 previewed Pear Deck in preparation for a full professional development training on this application in January.