



**Union County Educational Services Commission  
Superintendent Report**

<b>School/Department:</b> Crossroads School	<b>Report Date:</b> 1/25/21
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**Enrollment:**

<b>Current Enrollment:</b> 42	<b>Intake:</b> 0
<b>Acceptances:</b> 0	<b>Disenrollments:</b> 0

**Emergency Drills:**

<b>Fire Drill:</b> 1/26/21	<b>Other (Specify Type):</b> 1/29/21
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**Curriculum and Instruction:**

January is often a month of new beginnings and instruction at Crossroads School followed on that path. As students and staff took on the new year together, they did so remotely. Luckily, technology helped to facilitate togetherness, no matter the distance.

Ms. Witte’s class used Google Meets for virtual group lessons to complete theme-based learning packets at home. While individual sessions via Google Meet focused more on student-specific skills. All students were able to strengthen their independence, utilizing Boom Cards to practice individualized skills. As the class takes on the new decade, they are practicing counting various items by ten to reinforce their understanding.

In Ms. Parenti’s middle school classroom, students and staff celebrated the New Year in resounding fashion! Each staff member and individual student selected a “New Year’s resolution.” Parental support was given, and the students enjoyed creating their own resolution thoroughly. We will be checking back with Mrs. Parenti’s classroom in the weeks and months ahead to gauge the individual progress of each resolution!

Mr. Horn’s Physical Education lessons helped to keep students moving while learning from home. Some students participated in live sessions, while others accessed lessons via Mr. Horn’s Google Docs page. No matter the medium, the results were the same- exercises, games, and dances encouraging a healthy lifestyle. Parents and family members helped students to track their progress with a daily checklist.

As we continue to navigate through this difficult time together, students are still practicing ways to stay safe. Students continue to participate in social stories about washing their hands and wearing masks, as well as, practicing in actually wearing masks. The importance of safety is also continuously discussed with parents and as a whole everyone has been doing a great job with following the rules to our new normal.

**Community Based Instruction and Special Events:**

Due to the national pandemic, all community-based instruction remains suspended pending further review and approvals by the Acting Superintendent and the Union County Educational Services Commission.

Crossroads Staff would like to extend our appreciation to our Acting Superintendent, Mr. Michael Kowalski, as well as the Union County Educational Services Commission Board of Education for deciding to allow our Crossroads Staff to work remotely after the Holiday break. This decision improved staff morale and alleviated justifiable staff anxieties prior to returning to our facility. Multiple staff members provided the administrative team with positive feedback throughout remote instruction. Multiple IEP meetings were held as well as certified staff meetings. Prior to the Holiday break, Crossroads Staff delivered Holiday presents to each one of our students, as well as collected food items. Shop Rite gift cards were also purchased for individual students and

delivered through our transportation office.

### **Professional Development:**

UCESC Professional Development day on February 5th, 2021 was finalized. The ScIP Committee, Principal, Reed Leibfried and Supervisor of Instruction finalized the plans with Director of Curriculum, Carrie Datillo. Selected professional development topics include Boardmaker training for Crossroads teachers, therapists, and paraprofessionals. Crossroads teachers and therapists have consistently sought professional development training. These sentiments were shared with our ScIP Committee (the committee leading our professional development opportunities) and the administrative team. Mrs. Datillo assisted the administrative team with scheduling and finalizing this opportunity for our staff.

Also, on February 5th, Crossroads Staff will be participating in a virtual professional development session that will be facilitated by Principal, Reed Leibfried and Melissa McLaughlin, Supervisor of Instruction. The virtual session was created by Marc Brackett and offered by Yale University. "Managing Emotions in Times of Uncertainty and Stress," is the title of the webinar, and we feel that the topic is extremely relevant in these unprecedented times of uncertainty in education and our society in general.

Multiple PRE IEP meetings were held virtually while on remote instruction. PRE IEP meetings ensure that assigned staff collaborate with the administration prior to the formal IEP meetings that are attended by sending district personnel, parents, and families, as well as Crossroads Staff.



## Union County Educational Services Commission Superintendent Report

<b>School/Department:</b> Hillcrest Academy North	<b>Report Date:</b> 1/22/21
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<b>Enrollment:</b>	
<b>Current Enrollment:</b> 71 <b>Acceptances:</b> 10	<b>Intakes:</b> 10 <b>Disenrollments:</b> 0
<b>Emergency Drills:</b>	
<b>Fire Drill:</b> Scheduled for 1/26/21	<b>Other:</b> Bomb Threat Scheduled for 1/28/21

<b>Curriculum and Instruction:</b>
<p>In Economics, students learned life skills related to credit cards. First, students gained an understanding of how credit cards work - what services they offer, why banks offer these services, and how these services can be beneficial (or detrimental) to consumers. Students applied the concepts of credit and interest to real-life scenarios to practice calculating interest and making good financial decisions. After that, students researched first credit cards recommended for beginners by Nerdwallet.com, comparing the cards in each of four categories: Minimum Credit Score, Annual Fee, Rewards/Bonus Offers, and Interest Rate. Students completed a questionnaire about their own current economic situation and compared their needs to what each credit card had to offer in order to determine which credit card would be best for them. The life skills gained during this process will prove valuable to students as they begin to make their own financial decisions.</p> <p>In English, students have been reading <i>Fahrenheit 451</i> and have been annotating to help them understand the story. They have learned how highlighting and annotating help them to answer their short answer RACE responses. Students have been learning about logical fallacies, and how recognizing these fallacies can help them to argue and communicate better. This helps them become critical thinkers.</p> <p>Also, in English, students continued with the argumentative essay unit learning about the argumentative process and all of the components of an argumentative essay. Students began writing an argumentative essay by creating a thesis statement based off of a Newsela article regarding prisoner voting rights. Students then broke down their thesis statement into three separate claims and found evidence in the article to support those claims. Students practiced these argumentative essay skills on IXL by identifying thesis statements and choosing the best evidence to support a claim.</p> <p>In Mathematics, Statistics classes are working on histograms and frequency charts and have begun scatter plots. They are working on determining the trend if one exists so as to make predictions or help make decisions based on data. They are creating these charts and graphs in Google Sheets. These skills will be carried over into so many applications in their careers and personal activities. The Geometry classes are working on proving two triangles congruent. Each statement has to have a reason to support it. This skill too will be beneficial in all kinds of debates, persuasive writings, and logical thinking.</p> <p>In Science, Chemistry and Forensic Science students continued using their virtual interactive notebooks in Google Slides. Chemistry students finished their exploration of the structure of the atom by learning about the current model of the atom - the Quantum Model. Forensic Science students wrapped up their studies of blood spatter evidence and analysis. Next month, Chemistry students will begin their study of the periodic table and how valence electrons influence reactivity and ionization energy. Forensic Science students will begin learning about DNA evidence and its role in suspect identification and elimination.</p>

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

This month, the Guidance Counselor continued to monitor each student's academic progress in their classes and credit retrieval courses. Ms. Schulhafer scheduled and held individual meetings with students to review their progress and encourage them to work on their credit retrieval courses. Ms. Schulhafer also met with the seniors at the beginning and end of the month to discuss their graduation progress and any graduation requirements that have been changed by the governor due to Covid-19. She worked with Elizabeth Guidance Counselors to enroll 10 new students at Hillcrest Academy North in January and also created schedules for each student. She worked with Ms. Goldenberg, School Social Worker, to ensure each student understood our distance learning program and procedures. Ms. Schulhafer will continue to monitor each student's academic progress to ensure every student is on track for the start of the second semester which begins on February 1.

Also, this month, Ms. Goldenberg, continued managing the student advocate program by speaking with students and staff as concerns arise. She met with Mr. Marquet twice with each staff member (advocate) to discuss student progress to enhance and encourage student engagement. Based on these meetings, follow up phone calls were made to parents to address concerns. In preparation for the end of the school year, 21 letters were sent home to seniors at risk of graduating in the summer or returning to an additional school year if they are unable to complete work.

### **Professional Development:**

HAN's PLC 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 meetings. Teachers are 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 in February, March and April.

The afterschool meetings during the month of January 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. Also, teachers completed a district wide *PearDeck* training which proved to be effective. During PLC meetings, teachers were trained in *Sketchboard* which is basically a shared online whiteboard where students and staff members can share thoughts, writings, drawings, etc.



**Union County Educational Services Commission  
Superintendent Report**

<b>School/Department: Hillcrest Academy South</b>	<b>Report Date: 1/22/21</b>
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**Enrollment:**

<b>Current Enrollment: 81</b>	<b>Intakes: 0 (HAS is waiting for HAN's enrollment to be equal with HAS prior to interviewing)</b> <b>Disenrollments: 0</b>
<b>Acceptances: 0</b>	

**Emergency Drills:**

<b>Relaxed Fire Drills: 1/21/21 (Cohort A for LMA &amp; WL) &amp; 1/25/21 (Cohort B for LMA &amp; WLS)</b>	<b>Other: Relaxed Bomb Threat: 1/22/21 (Cohort A for LMA &amp; WL) &amp; 1/26/21 (Cohort B for LMA &amp; WLS)</b>
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**Curriculum and Instruction:**

HAS staff returned to the building on 1/19/21 while our students are participating in a full remote distance learning model to coincide with the Elizabeth Public School District.

Ms. Arora, HAS's science teacher, has fully immersed in the Discovery Education platform as an engagement tool for her classes. In Environmental and Forensic science classes, Ms. Arora embedded the Techbooks in her lessons as well virtual labs that assisted the students to understand specific concepts through those hands-on activity experiences. Animated videos were viewed that incorporated real life situations that students could relate to as well as events they would more than likely never view.

**Community Based Instruction and Special Events:**

HAS was advised by the Elizabeth Public School District that the community service graduation requirement has been waived for the 2020-2021 school year. Ms. Schulhafer and Ms. Gilchrist, the shared Guidance Counselor, scheduled and held individual meetings with students to review their progress and encourage them to work on their credit retrieval courses. Ms. Schulhafer also met with the seniors at the beginning and end of the month to discuss their graduation progress and any graduation requirements that have been changed by the governor due to Covid-19. Ms. Schulhafer will continue to monitor each student's academic progress to ensure every student is on track for the start of the second semester.

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&D gift card was extremely rewarding. December's Student of the Month Award recipients were as follows:

Awards of Excellence were received for Citizenship-Jocelyn Chinsee; Respect-Erika Jones; and the overall SoM went to Isiaha Montes.

Academic certificates were awarded in Art, Ms. Picciano-Tahaj Bowers; English, Ms. Cioffi-Taivian Hanson; English, Ms. Holden-Daesha Reeves; Health, Mr. Barone-Isiah Montes; Health, Ms. Rubin-Venetia Venus; Math, Ms. Ferrari-Emily Jean; Math, Mr. Sobieniak-Destynee Baker; Science, Ms. Arora-Anthony Perez; Science, Mr. Reichman-Aja Mars; Social Studies, Ms. Duarte-Isiah Montes; and Social Studies, Ms. Wrzesinski-Tahaj Bowers  
Perfect Attendance awards were earned by Tahaj Bowers, Fa'Asia Hall, Emily Jean, Keon Lane, Aloysia Negron, Ja-ion Persha, Matthew Pinto, Valerie Pizarro, Matthew Small, & Khalil Valentine.

**Professional Development:**

Tuesday's Professional Learning Community meetings continue to focus on student engagement strategies. Dr. Balsamello distributed surveys to the HAS staff to rate student participation. This data identified students that require additional assistance. Therefore, administration, the School Social Worker, and the shared Guidance Counselor are focusing on identified students by calling, emailing, and sending letters in an attempt to not only engage the students but also to elicit family assistance.

The HAS Pandemic Response Team continued to Meet weekly to create specific procedures for when the students return to a hybrid schedule. The PRT provided a professional development webinar opportunity entitled *Boost Student Engagement in the Virtual Classroom* from the ASCD. Tuesday department meetings have been focused on implementing student engagement resources such as IXL (for English and Mathematics teachers) and Discovery Education (for Science and Social Studies teachers). Social-Emotional Learning activities have been provided by the School Social Workers and facilitated by staff during their weekly groups on Fridays.



**Union County Educational Services Commission  
Superintendent Report**

<b>School/Department: Lamberts Mill Academy</b>	<b>Report Date: 1/22/21</b>
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<b>Enrollment:</b>	
<b>Current Enrollment: 48 Total</b> <b>LMA Campus: 39</b> <b>New Point: 11</b> <b>New Point at LMA: 2</b>	<b>Intakes: 3</b> <b>Acceptances: 1</b> <b>Disenrollments: 3</b>

<b>Emergency Drills:</b>	
<b>Fire Drill: 3</b> <b>1/21/21 - Cohort B, 1/25/21 Cohort A</b>	<b>Other: Bomb Threat: 1/22/21 - Cohort A &amp; 1/26/21 - Cohort B</b>

**Curriculum and Instruction:**

**English:**  
Students have completed their informational text exploration through both reading varied informational texts and writing their own piece. We completed the unit with choosing which text matched which formats. Pear Deck vocabulary has been key in developing vocabulary each week in developing our use of language. We began our Narrative Unit through use of IXL skills based on narrative text structures. We have started with looking at sequencing of events as we grounded the two key elements of storytelling, both which events are most important as well as how to best describe them to engage an audience. Students have enjoyed our weekly short writes, as it has given them an opportunity for their true voices to be heard as well as it gives ample writing practice.

**History:**  
Social Studies students have started off the new year by continuing to expand their knowledge in their respective units of study. In person students will be able to watch the preparation of the Presidential Inauguration while learning the history and importance of the political ceremony on Wednesday, January 20, 2021. Students will have the chance to watch history being made. Students have been focusing on the history and achievements of Martin Luther King Jr. in preparation for an all-school assembly on Thursday, January 21, 2021. Two community leaders will speak to the students via Google Meet about the life and mission of Martin Luther King Jr. Students will have the opportunity to ask questions to the speakers and allow the assembly to be as successful as the first school assembly that took place in October.

**Mathematics:**  
This month students in Consumer Mathematics have been getting ‘real world’ experience by shopping for the ‘best buy’ and working with unit pricing. Students discussed opportunities to save money, and who wholesale pricing benefits, along with the potential negatives of it. These lessons integrated into their own personal budgets that they have been working on. Individuals enrolled in Algebra 2 have been spending an extensive amount of time working on both IXL and the interactive graphing calculator website, Desmos. Students are learning how to graph parabolas, along with all the different properties associated with them. While students are accustomed to graphing linear equations, having them work on quadratic equations has shown them how creative you can be on the coordinate plane system.

**Community Based Instruction and Special Events:**

Two LMA seniors began participating in the LMA Virtual Job Academy on Monday, January 11. Virtual simulations and structured experiences designed to replicate workplace scenarios are provided in lieu of community work-based learning. Live Distance Learning sessions are conducted three times a week for each of

the students. Digital resources include Google Classroom, Virtual Job Shadow website, ConoverU (a work skills training website), and New Jersey Career Assistance Navigator (NJCAN).

The topic theme for the Virtual Job Academy is **My Adult-Life Plan (MAP)**. Each student will go on an individual journey of self-discovery. They will think about what they see happening in their future. They will 1) find out how you learn best; 2) identify the things they do best; 3) identify their likes and dislikes; 4) get information about jobs that match your interests; 5) get information and resources that can help them create plans and begin developing a pathway toward goal(s) for their adult life. Students will also participate in self-advocacy and self-determination activities to help empower them to create a vision for their adult life. Selected assignments will be saved to their digital transition portfolios.

### **Professional Development:**

Recently our staff participated in the following Professional Development training.

1. Pear Deck: Pear Deck is an interactive presentation tool used to actively engage students in their academics. This tool is very useful especially during this time of distance learning.
2. Bloodborne Pathogens: Bloodborne pathogens is a state mandated training designed to educate staff on the proper precautions that should be used when dealing with blood or other potentially hazardous infectious materials.





## Union County Educational Services Commission Superintendent Report

<b>School/Department: Nonpublic Services</b>	<b>Report Date: 1/22/21</b>
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<b>Enrollment:</b>
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<b>Current Enrollment as of December 31st:</b>	<b>Acceptances:</b> N/A
Total Comp Ed Services: 788	<b>Acceptances:</b> N/A
Total Supplemental Instruction Services: 452	<b>Intakes:</b> N/A
Total Speech Services: 156	<b>Disenrollments:</b> N/A

<b>Emergency Drills:</b>
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<b>Fire Drill:</b> N/A	<b>Other:</b> N/A
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<b>Curriculum and Instruction:</b>
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Nonpublic programs were remote, but in-person instruction began on January 19<sup>th</sup>. Some programs offer in-person, virtual or a combination of both as a means to deliver instruction if a positive COVID case in in their building. 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.

<b>Community Based Instruction and Special Events:</b>
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<b>Special Event:</b>
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Natalie Matos started as the new Nonpublic Secretary filling the vacancy due to Linda Jakubowski's retirement.

<b>Professional Development</b>
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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: 1/25/21
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<b>Enrollment:</b>	
N/A	
<b>Emergency Drills:</b>	
Fire Drill: N/A	Other: N/A
<b>Curriculum and Instruction:</b>	
<p>Published our Form 470 for E-Rate.</p> <p>Vetting vendors and resellers to accommodate our E-Rate project needs.</p> <p>Implementation of new internet service at all 3 locations.</p> <p>Procured T-Mobile grant for 60 Free mobile internet devices for our students without internet access.</p>	
<b>Community Based Instruction and Special Events:</b>	
<b>Professional Development:</b>	



**Union County Educational Services Commission  
Superintendent Report**

<b>School/Department: Transportation</b>	<b>Report Date: 2/3/21</b>
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**Enrollment:**

N/A

**Emergency Drills:**

<b>Fire Drill: N/A</b>	<b>Other: N/A</b>
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**Curriculum and Instruction:**

The estimate of total yearly contract payments will be distributed to the bus companies holding contracts with the Commission on February 5, 2021. It will be included with their paychecks. This is a report similar to the one distributed to the participating districts and serves the same purpose for the bus companies.

This year is another busy one for the Transportation Department. Although the number of required routes are lower than last year because of the delay in reopening in some districts and out of district placements, the department is trying hard to keep up with the demand. Many of our contractors are already working at full capacity and with the critical shortage of drivers that was in place before the pandemic is still having a major impact and bus staff reluctant to return because of the high risk of exposure to COVID-19 obtaining quotes on new routes is becoming more difficult with longer lag times between submission of requests and implementation of transportation. Nonetheless, only a few students are still waiting for a ride.

Due to the continued high volume of late applications and changes in out of district placements/special schedule changes required due to COVID-19 that is still being received by the transportation department, we will be having a bid opening on January 27, 2021. 17 routes will be going to bid.

The weather this winter so far has been cooperative, and we have only had one storm so far causing school closures. Much of the winter season remains so there is still time for weather related disruptions to occur.

**Community Based Instruction and Special Events:**

**Professional Development**



## Union County Educational Services Commission Superintendent Report

<b>School/Department:</b> Westlake School	<b>Report Date:</b> 1/22/21
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<b>Enrollment:</b>
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<b>Current Enrollment: 55</b> <b>Acceptances: 0</b>	<b>Intakes: 0</b> <b>Disenrollments: 0</b>
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<b>Emergency Drills:</b>
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<b>Fire Drill: (Relaxed Fire Drill)</b> 1/21/21 Cohort A 1/25/21 Cohort B	<b>Other (Relaxed Bomb Threat):</b> 1/22/21 (Cohort A) 1/26/21 (Cohort B)
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<b>Curriculum and Instruction:</b>
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In Language arts, students are using adjectives and describing words to discuss why two objects are similar and why they are different. Students are learning to compare and contrast different objects with more descriptive language. Other students are reading Kindness is Cooler Mrs. Ruler written by Margery Cuyler. In this story, students displayed acts of kindness and posted them on the classroom chalkboard. Classes will be taking on the Kindness Challenge beginning January 25th.

In math students are learning facts of ten and how to solve problems based on previous knowledge. Individually, students have continued to work on their specific programs such as: 1:1 correspondence, touch math, money skills, matching, and sorting. Mrs. Porchetta's class is working on math topics such as repeated addition, multiplication and identifying geometric shapes in our environment were reviewed.

In Science, students in Mrs. Convery's class study the human body with a big part of the study of the nervous system. By the end of the unit the students were able to name the main parts of the nervous system as well as the three parts of the brain. Students have begun a study of the five senses starting with sight.

In Social Studies students watched and discussed the news about the violence at the Capitol (News-2-You articles) and learned how the 3 branches of government work in the United States. The students also learned how to celebrate Kwanzaa and the life's work of MLK. Students completed our Holidays Around the World series and have just begun our Field Trips Around the World. They will be learning about landmarks, food, and customs from 25 different countries.

Through virtual and in person assignments, during ART class students continue to explore ways in which they can use the elements and principles of design to make artwork of their own. Assignments focus on seasonal and art-historical themes. 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. Students reflect and connect with each other and their artwork through critiques, online assessments, and discussions.

During our Health and Physical Education classes we performed activities that focused on the whole child and mindfulness. Another exciting activity that we had was a Holiday Dance Party hosted by Mr. DJ Jazzy Jeff!! The students have been grasping and understanding many of the physical movements in PE that the students were able to lead us in some of the exercises now. As always, all the students worked so hard and they show a lot of positive character traits and are wonderful role models.

The Behaviorists created materials for individual students, to assist teachers in maximizing learning. Resources used include Boom Cards, TPT materials and Google Slide creations. Behaviorist and the Supervisor of Instruction have explored and updated our resource list for staff, as there has been a need for these materials and resources to remain current. RBT has continued entering and graphing data, as well as beginning to take data during remote lessons under the supervision of the

BCBAs. She is also spending time working with a student who exhibits behavioral challenges to assist in the classroom and student needs. Data collection and analysis on remote lessons to track on-task behavior and to assess student learning has continued. In-person assessment of some individual students is continuing to be conducted this month for several students.

In SEL students are viewing different problem scenarios and discussing how they would feel in those situations and how they would effectively problem solve. Each day for Social Emotional Learning, the students indicate how he or she is feeling and identify in which Zone that feeling is. During counseling sessions with students and families concerns about Covid continue to arise as many are experiencing anxiety about the virus in relation to choosing whether or not to return to school this year. Dr. Amy has been very helpful in addressing these concerns with parents as well as the manifestation of behaviors in students that are struggling during months of change.

Pre-planning and IEP meetings are continuing to be scheduled and held throughout this month. In some cases, Districts have postponed requisite testing until next year while others have asked to test students on site following Covid19 protocols. Parents are mostly understanding of the delays they are experiencing in relation to acquiring Transition services from agencies due to Covid19. Ron Wasserman of DDD has been assisting with the Transition process for our graduate students during these complicated times.

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

Students were introduced to three additional soft skills: flexibility, time management, and teamwork. Students, who had obtained SLE experience with the Commission's business partners, were able to recall their experiences at the worksite in which they were required to use these soft skills. For example, the majority of SLE students were scheduled as teams of two at the worksites to provide them with the opportunity to experience how to work as a team member and to learn from one another. Students were also able to recall the need for flexibility recalling instances where work procedures were abruptly changed, and/or changes occurred in supervisory staff.

Mrs. Goodson created a review lesson using Pear Deck and tried out the application with one student this week. She enjoyed being able to participate with her device and commented that it was easy. Mrs. Goodson can see the benefits of using this curriculum with our students. It is a user-friendly way to get them engaged with technology which is a powerful tool for learning and improving self-confidence.

Jeff Shanfield, our Physical Education Teacher wrote a grant that was emailed from Mr. Kowalski to UCESC staff back a few months ago called the "Help Our Teachers Fund" and our "Health and Physical Education Department at Westlake School" was rewarded with \$500.00. With this Grant Money we will be able to purchase fitness steppers so every student in the school will have access to one. So, if the students are remote or in person learning they will have this piece of equipment to work on many other health and fitness movements and to engage in safe and fun learning activities.

Westlake continues to have virtual visits from Creature Comforts pet therapy. Students are excited to see the different animals and not just dogs. They are also happy to be able to show off their own pets in a group of their peers. We will begin monthly virtual yoga sessions for students to participate in.

### **Professional Development:**

The Administrators are working together to plan on bringing students back into school on a full-time basis. We have 17 families who are interested in sending their child for both Week A and B from 8:30 am to 12:30 pm. Bringing these 17 students would still allow for safe social distancing and all safety protocols to remain in effect. We also have 18 students remaining on full time learning remotely.

Certified staff had training on Pear Deck Slides as an additional resource for online instruction. Teachers are beginning to utilize Pear Deck, however some staff are asking for additional training during this time. This curriculum will be an area of focus during one of our after-school meetings.

All staff at Westlake has completed all of their GCN online State Mandated Trainings. Some of these trainings include: Bloodborne Pathogens, HIB/Anti-bullying, Dyslexia etc.



**Union County Educational Services Commission  
Superintendent Report**

<b>School/Department: Work Readiness Academy</b>	<b>Report Date: 1/25/21</b>
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**Enrollment:**

<b>Current Enrollment: 22 (includes WRA &amp; Project SEARCH) Acceptances: 0</b>	<b>Intakes: 2 Disenrollments: 0</b>
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**Emergency Drills:**

<b>Fire Drill: 1/24/21</b>	<b>Other (Specify Type): Bomb Threat</b>
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**Curriculum and Instruction:**

The Work Readiness Academy programs spent the first two weeks of January in Remote Learning before shifting back to a Hybrid model. Students then resumed attending the programs in person on a rotating cohort schedule.

The primary instructional learning objectives this month were:

- Understanding yourself in order to perform well on a job interview
  - Students used the online FlipGrid platform to record and self-assess their responses to interview questions on their Chromebooks
- How to evaluate potential careers to determine if they might be a good fit
  - Students used the Virtual Job Shadow platform to explore video-based content about specific occupations
- Understanding the purpose and use of ATM and Debit Cards
- How to initiate and continue conversations with others (with the goal of building stronger social connections)

During our Community Meetings this month we discussed the important role Dr. Martin Luther King Jr. played in our country's history - particularly how he fought for the equal rights of all and espoused that individuals need to communicate with one another in a non-violent way. The students watched a short clip from Dr. King's "I have a dream" speech and discussed why dreams are important -- especially during difficult and challenging times in life. Each student then identified and shared one dream or hope he/she had for our nation.

**Community Based Instruction and Special Events:**

In the absence of traditional Structured Learning Experiences and Community-Based Internships the staff spent much of the month of January planning and developing "*In House" internship experiences*. Students who are attending in person as part of our Hybrid model will get the opportunity to participate in one or more of our simulated "in house" work experiences that will include learning and developing clerical skills, customer service skills, food service skills, and general cleaning & hospitality skills. Students will get the chance to participate in an internship for approximately 45-60 minutes, 3-4 days per week. Additionally, we are assembling "*At Home Work Boxes*" for all students, including those who currently remain in full-time remote learning at home. These boxes will provide students with materials needed to complete simulated job tasks from home.

**Professional Development:**

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 Boom Cards in preparation for a full professional development training on this application in February.

Additionally, Mr. Bornstein passed the Certified Employment Support Professional (CESP) exam this month. Individuals that earn the designation of Certified Employment Support Professional demonstrate that they are among an elite group that is competent in best practices and possess the full range of skills needed to assist individuals with disabilities to secure and succeed in employment. The certification program falls under the oversight of the Employment Support Professional Certification Council (ESPCC), established by the APSE Board of Directors. Mr. Bornstein plans to use the knowledge acquired from this training to plan and deliver future trainings for the staff at the Work Readiness Academy.