



**Union County Educational Services Commission
Superintendent Report**

School/Department: Crossroads School	Report Date: 5/25/21
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Enrollment:

Current Enrollment: 43	Intake: 4
Acceptances: 2	Disenrollments: 0

Emergency Drills:

Fire Drill: 5/27/21	Other (Specify Type): Shelter in Place into Lockdown 5/18/21
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Curriculum and Instruction:

Ms. Parenti’s middle school classroom started the month off by celebrating Cinco de Mayo or the Fifth of May. This holiday provided students with the perfect opportunity to delve into Mexican history, traditions, and culture in a fun and engaging manner. Students listened to informational text, learning that this holiday is primarily observed in the Mexican state of Puebla, where an unlikely victory occurred over the French in 1862. Students identified locations of importance on a map of Mexico and answered “Wh questions” regarding the ways in which Cinco de Mayo continues to be celebrated with parades, dancing, and special foods.

Science really sprung to life at Crossroads School this Spring! Students in each classroom reviewed different life cycles. Some saw seeds grow into plants. Others watched tadpoles develop into frogs, caterpillars to butterflies, and different kinds of eggs into honeybees, ladybugs, and chicks. Investigating the details of these changes can help students develop curiosity and strengthen their understanding of the similarities and differences in organisms’ life cycles.

Problem-based learning has always been a sweet spot for Ms. Witte and this month was especially sweet and a little bit “spotty”. Ms. Witte’s classroom worked hard to prepare the Crossroads School garden throughout May. Ms. Witte was able to capitalize on a teachable moment when presented with a particularly pesky groundhog tunneling into the raised garden beds. With some research under their belts, students assisted in removing all of the soil from the beds. Then measuring, cutting, and affixing hardware cloth to the bottom of the gardening beds and finally placing the soil back inside. With the assistance, guidance and supervision of Ms. Witte and her paraprofessionals, these student’s utilized tunnel vision to tackle this problem. That level of commitment to task will force those pesky groundhogs to dig in another direction.

Students in Ms. Lorenz’s fourth and fifth grade class tapped into the Social Emotional exploration they have been learning about throughout this school year. These students demonstrated their gratitude and appreciation for their Mom’s in celebration of Mother’s Day. Ms. Lorenz’s students learned about the importance of gift-giving in a relationship and how they often re-confirm our connections with others. Each student created a mason jar candle holder for their Mom, featuring their picture. What more could any mom ask for but a new way to appreciate what is bound to be every Mom’s greatest treasure- their kids.

So much of our day-to-day life is changing regularly. While this has been a year unlike any, we have previously experienced, one thing that we are used to is our students surprising us and it is nice to take comfort in those things that remain the same these days. Kairo C. is a student in Mr. Goham’s classroom, and he has certainly surprised us. At the request of his family, Kairo has remained on remote learning since March of last year. It is

notable to mention that Kairo has adopted a dedication and enthusiasm for learning, even in the most difficult of circumstances. Teacher and Related Service Staff, alike, report that Kairo arrives to virtual sessions with gusto. His participation in video-conferencing sessions has increased over time and he is currently learning to subtract using manipulatives. Kudos to Mr. Kairo for his extended efforts and eagerness to learn. We can't wait to have him back in the building this summer!

Spread the word! Richard O. in Ms. Alzate's Preschool Class is on the move. A number of students at Crossroads School utilize the Picture Exchange Communication System (PECS), which is exactly as the name suggests- students exchange pictures to communicate. PECS is an evidence-based practice consisting of six phases, the first of which teaches an individual to give a single picture of a desired item or action to a communication partner. The system goes on to teach discrimination of pictures and how to put sentences together. But our own Mr. Richard has advanced to phase two- distance and persistence. He is generalizing this newly acquired skill, using it in different locations and with different people across varied distances. It looks like the word is out, Richard is ready and roaming to communicate.

Community Based Instruction and Special Events:

Middle school students took a virtual field trip to Arlington National Cemetery located in Arlington, Virginia. This sacred land nestled on the banks of the Potomac River across from Washington, D.C. is the ground where the men and women who have served our nation lay to rest. This visit helped our middle schoolers gain a sense of the sacrifice and importance that accompanies the observance of Memorial Day in our nation. This virtual journey intertwined Social Studies instruction and Social Emotional Learning for our students. The enormity of loss noted by each of the grave markers helped to make the loss of life concrete for our learners, emphasizing the honor and appreciation held for those in the military. Additionally, students were able to review behavior appropriate for visiting this national site, listen to a bugler play Taps, and view the 639 acres of greenery. It was an equally solemn and informative virtual visit, and one that our students will not soon forget.

Professional Development:

Crossroads Staff collaborated and discussed best practices and techniques allowing students to demonstrate an increased ability to keep masks on for longer periods of time, even in preschool classes. The behavior team met with classroom staff.

A movement schedule has been implemented in classroom 108. Students and staff practiced different exercises to get their bodies and minds ready for the day. Students practiced doing lunges, crunches, jumping jacks, twisting, jumping and squatting



**Union County Educational Services Commission
Superintendent Report**

School/Department: Hillcrest Academy North	Report Date: 5/25/21
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Enrollment:	
Current Enrollment: 78 Acceptances: 0	Intakes: 10 Disenrollments: 0
Emergency Drills:	
Fire Drill: 5/25/21	Other: Lockdown: 5/25/21

Curriculum and Instruction:

During the month of May, HAN students were joyfully welcomed back to the building for In-Person Learning!

In English, Students began a unit on Michelle Obama’s memoir Becoming. The memoir is divided into three sections, Becoming Me, Becoming Us, and Becoming More, and focuses on Michelle Obama’s life from childhood up until becoming the first African American family in the White House. Students have read selections from each section, analyzed the text, discussed topics, and did a variety of journaling activities. The journal prompts are derived from the Becoming journal that are connected to the text but are also self-reflective. Students are beginning their final project on the book Becoming and will be creating a slideshow that they can present for extra-credit. Three slides require students to explain some passages from the text. The other three slides require students to answer the following questions: “How did I become who I am, who am I going to become, and how will I contribute to the world?” Students explored these questions through a creative way of their choice.

In chapter 5 of Michelle Obama’s book Becoming, Mrs. Obama reveals that her high school was “meant to be 40 percent Black, 40 percent white, and 20 percent Hispanic or other. But when she attended, about 80 percent of the students were nonwhite.” A person’s experience in that city was drastically shaped by the racial/ethnic group that person was a part of. During the month of May, students in US History classes (both virtual and in person!) began analyzing the experiences of the various racial/ethnic groups of the City of Elizabeth by comparing wages, access to healthcare, and arrest rates. This exercise will culminate in students proposing positive alternatives of what Elizabeth can “Become.”

In Math, students had the opportunity to express their difficulties learning mathematics virtually and the appreciation of being able to return in person for direct instruction. Mrs. Machado reviewed the proper ways to use online graphing tools to analyze real-life applications but reminded students that technology is limited and cannot think critically for you. The Probability and Statistics class have begun the unit on Probability of compound events. The number of possible outcomes always amaze the students and are made clear with charts, lists and tree diagrams. The Geometry students have completed quadrilaterals and have begun the unit on transformations. Translations or slides follow mapping notations from a preimage to an image. Reflections are easy to see over the

x and y axes, but harder to visualize over diagonal lines such as $y=x$. Rotations are clearer when models on the coordinate plane can be manipulated.

Computer Science class has been writing code for animating figures and learning how to communicate with the computer basic functions commonly found in everyday video games. In their last Unit, they built on their coding experience as they programmed animations, interactive art, and games in Game Lab. The Unit started off with simple shapes and builds up to more sophisticated sprite-based games, using the same programming concepts and the design process computer scientists use daily. In the final project, students will develop a personalized, interactive program.

Community Based Instruction and Special Events:

Yearbook:

As students returned to in person learning, as many pictures as possible were gathered prior to the yearbook deadline. The yearbook committee hustled and worked hard to finalize the yearbook and it has been submitted for printing. Ms. Mendola and the Yearbook Committee did a remarkable job of meeting this deadline.

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. In the month of May, teachers continued to explore and become familiar with "Nearpod".



**Union County Educational Services Commission
Superintendent Report**

School/Department: Hillcrest Academy South	Report Date: 5/25/2021
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Enrollment:

Current Enrollment: 87 Acceptances: 0	Intakes: TBD-waiting for parental responses and additional students from Elizabeth Academies Disenrollments: 1-Residency
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Emergency Drills:

Relaxed Fire Drills: 5/13/21 & 5/20/21 for WLS Cohort A)	Other: Shelter-In-Place to a Lockdown External Threat: 5/14/21
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Curriculum and Instruction:

Ms. Schulhafer, the shared guidance counselor with Hillcrest Academy North Campus, worked alongside administration to seamlessly transition the students to a hybrid in-person and remote schedules. Ms. Schulhafer also modified the virtual student’s schedule and notified them of the changes that were made to their schedule. Ms. Schulhafer met regularly with the students both in-person and virtually to ensure each student was following their graduation track. Ms. Schulhafer continued to meet with the seniors and closely monitor their graduation requirements and credit retrieval process as the end of the school year is rapidly approaching.

Ms. Gilchrist, social worker, was in regular contact with students regarding their classes and grades. The social worker continued to counsel students who contacted her and required a personalized intervention whether it be academic or personal. Additionally, she continued to post as needed in the Social Worker/ Guidance Counselor Google Classroom. For the fourth quarter, Ms. Gilchrist has been reviewing all grades contacting students and their families to develop an academic plan for the future. Ms. Gilchrist covered the Chemistry and Computer Science classes for the first two weeks students. Ms. Arora has assisted Ms. Gilchrist by incorporating the in-person Chemistry and Computer Science students in her classes while MS. Gilchrist and Ms. Schulhafer cover the remote instruction students for those classes. June 1st is the first day of Pride month, therefore Ms. Gilchrist and students are planning activities and theme days for the students to address LGBTQIA+ issues.

Ms. Arora’s Environmental Science students worked on Plate tectonics theory. In this topic they learned about how the continents were formed, ocean size changed their position over the period of time, and the earth's interior. They learned all these topics on the Pear Deck platform and with the assistance of PowerPoint presentations, and YouTube videos. In Forensic science, students worked on the stages of decomposition and to find the time of death (PMI) by various techniques such as rigor mortis, livor mortis, algor mortis, food in the alimentary canal, and with help of insects.

Ms. Ferrari reported that in-person attended two 70-minute blocks of instruction a week. Algebra II students have viewed and completed assignments on factoring quadratic functions, graphing quadratic functions, solving quadratic equations by finding square roots, complex numbers, the quadratic formula and vertical motion problems. Algebra I students worked on polynomials, adding polynomials, subtracting polynomials, and

multiplying polynomials. Geometry students studied vocabulary about polygons and properties of quadrilaterals. Remote learners received schedules and were reminded of their Live check in times with their teachers in the afternoon to reinforce the lessons and assignments that were posted earlier in the day.

Ms. Cioffi's English classes continued learning the skills and content from Unit II in the English curriculum. Students learned about different types of conflicts and analyzed literature before shifting their learning to the *Becoming* English and Social Studies interdisciplinary project. The project was broken down into two types of assignments. Students spent the first half of a week reading passages from Michelle Obama's memoir *Becoming*, reflected on her story, and the themes of the text. Students then spent the second half of the week reflecting on their own story that connected to the week's theme. They will eventually share their story by writing a journal entry, a poem, creating a piece of artwork, or a video recording. Students will then create a final Slideshow project next month with three final pieces that share their story of how they became who they are today, who they currently are, and who they want to become in the future.

Ms. Cherville celebrated the students coming back for in-person instruction. Spanish learners continued learning vocabulary and structure of the language in order to communicate at a basic level. They worked with body and food vocabulary. They described family members and favorite cartoon characters. They learned how to order food at stores and restaurants. Spanish speakers worked with different level stories to improve their reading comprehension and writing skills.

Ms. Duarte welcomed students back into the building and offered everyone the opportunity to become reacquainted as well as catch up on work missed throughout the school year. In Economics students have been looking at ways in which COVID has impacted the world from the way work changed in the United States to increased child labor across the world. Students were able to analyze firsthand accounts while using gathered data to understand these impacts. Students in U.S. History II began to work on their end of the year projects using Michelle Obama's book *Becoming* as they delved into the book and culminated with a PowerPoint presentation outlining who they are, how they view America, and what they wish to see change in America. In all, students are putting in a great deal of effort to finish the year strong and take in as much as they can.

Ms. Wrzesinski reported that the month of May concentrated on advocacy and interacting with students and parents in order to achieve the best possible outcome with distance learning and the transition to a new remote instruction schedule and a hybrid in-person schedule. Teachers met with their advocacy students to discuss grades, any issues or concerns, and to provide up to date information and feedback to these students while incorporating SEL techniques. U.S. History I classes finished with their Civil War unit. Students learned about the causes of the Civil War that consisted of not only slavery, but the differences in economies and politics between the north and south. Students specifically looked at famous African Americans such as Langston Hughes and WEB DuBois to see in greater detail the struggle of African Americans. U.S. History II classes finished their "modern day" unit that consisted of the United Nations, Declaration of Human Rights, the US as a superpower, terrorism, and current US issues. Students used a great deal of primary sources and current event magazine articles (physical and online). Modern World History classes completed their genocide unit and students learned about the Armenian Genocide, Rwandan Genocide, Darfur Genocide, the Cambodian Genocide, Native American Genocide, and Stalin's Holodomor in Ukraine. Students discussed the meaning of "never again" which is the genocide prevention slogan and the meaning of genocide, how, when and why it was created. All students then started their fourth quarter *Becoming* project and have already completed the first two introduction assignments.

Mr. Barone explained to his in-person students' what school would look like when they returned. He explained that all students would be wearing their masks (correctly) all day, explained the social distancing in the classrooms, and what the changing of classes would look like. Because this was discussed prior to returning to

school, the transition went smoothly. While in class, students discussed new topics which included healthy relationships. Other topics that were discussed were family and peer relationships.

Ms. Rubin assisted with entry procedures, screening students, and taking the student's temperatures upon arrival. She has been calling parents of students who are absent from in-person learning. Ms. Rubin has started mandated school health screenings for those students who are at Hillcrest in-person and has kept track of student's well-being and provided them and their families with resources for free Covid-19 testing, vaccines, and information. Ms. Rubin worked at Westlake School as a substitute several times during the month. Ms. Rubin continued to grade credit retrieval assignments for Health Education as the students turned in their work.

Community Based Instruction and Special Events:

Students returned to a hybrid in-person instructional day on 5/10/21 with 44 families who initially decided to return to in-person instruction, however that number is currently at 32.

The May Student of the Month were as follows. The Overall Award was earned by Mr. Maurice McGowan, Respect was Fa'Asia Hall, and Citizenship by Charilian Rodriguez. Academics were Ms. Arora Science-Katelene Louis, Mr. Barone Health-Jhalil Valentine, Ms. Cherville Spanish-Anthony Piedrasanta, Ms. Cioffi English-Maurice McGowan, Ms. Clark English-Charilian Rodriguez, Ms. Gilchrist Science-Luis Pereira, Mr. Jean Pierre Math-Destinee Baker, Ms. Duarte Social Studies-Maurice McGowan, Ms. Ferrari Math-Jovani Rosas, Ms. Rubin Health-Charilian Rodriguez, Ms. Wrzesinski Social Studies-Destiny Baker. Perseverance awards were earned by Ainoa Alvarez, Destyne Baker, Maurice McGowan, Isaiah Montes, James Ramirez, Charilian Rodriguez, Mathew Small, and Khalil Valentine. Perfect attendance was earned by Alaysia Negron and Anthony Piedrasanta.

Professional Development:

Hybrid procedures developed by HAS's Pandemic Response Team were thoroughly reviewed prior to students returning, implemented as of 5/10/21, and minimal modifications were required. During PLCs and faculty meetings staff continue to focus on engagement strategies to support students and families to be successful as well as strategies for students to make up assignments to earn credit for their classes. The department meetings continued to focus on sharing strategies for lessons and activities during hybrid and remote instruction.



Union County Educational Services Commission Superintendent Report

School/Department: Lamberts Mill Academy	Report Date: 5/24/2021
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Enrollment:

Current Enrollment: 41 Total LMA Campus: 25 New Point: 13 New Point at LMA: 3	Intakes: 3 Acceptances: 0 Disenrollments: 2
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Emergency Drills: 2

Fire Drill: 5/13/21 & 5/20/21	Other: 5/14/21 Shelter in Place & 5/14/21 Lockdown
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Curriculum and Instruction:

<u>English, History, Math:</u>

The arrival of spring has allowed us to begin growing several vegetables that we hope to transfer to our outdoor garden soon as we connect with our science learning. We have green beans, cucumbers, and squash that have all sprouted from seeds. Connected to our unit on farming, we are learning firsthand the basics of family farming. We have also looked at the models of industrial/commercial farming and studied the importance this food production has for our world.

English continues to be a combination of necessary skills identified by our computer application IXL as well as real world uses for these skills. We have maintained current event awareness through our use of the SCOPE magazine and CNN 10's weekly news clips, , studied important women as part of Women's history month, and looked at our own life goals as we participate in the Becoming's project rooted in Michelle Obama's book.

Social Studies has begun to look at the global connections in our world. These have included the emergence of empires on the major continents, the rise of new belief systems and the connections and conflict they create, and the role of religion in our world. We also continue with our monthly History Assemblies. Our guest for May will be Jennifer Marin. She is a young broadcast journalist who works with the ME TV network. Born in Columbia, her family migrated to the US after the huge earthquakes rocked her country. A Rutgers graduate, she will offer her perspective on the importance of news for our teens.

Review and skill training in Math continues in a number of areas as identified by IXL as well. These include work in numbers & operations, Algebraic thinking, and measurement. We have used yard sticks to calculate a number of items in our classroom as we assemble a small inventory of sizes. We have used more complicated word problems and have even created a few of our own, to better enable the student to understand the process forward and backwards. We have also begun to use pictographs as a means to establish ratios of size.

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: Nonpublic Services	Report Date: 5/24/2021
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Enrollment:

Current Enrollment as of April 30th:	Acceptances: N/A
Total Comp Ed Services: 843	Acceptances: N/A
Total Supplemental Instruction Services: 547	Intakes: N/A
Total Speech Services: 203	Disenrollments: N/A

Emergency Drills:

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

Nonpublic Department Teachers, Speech Therapists and Child Study Team members continue to provide services to the nonpublic schools in the following districts: Berkeley Heights, Cedar Grove, Clark, Cranford, Elizabeth, Hillside, Kenilworth, New Providence, Plainfield, Roselle, Scotch Plains, Summit, Union, and Westfield. The teachers from the Nonpublic Services Department are in the process of closing out the school year, completing progress reports, processing 407-1 forms and completing final monthly reports for the 2021-2022 in each of the schools they provide services to.

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

Community Based Instruction and Special Events:
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Consultation meetings for 2021-2022 school year for 192/193, IDEA, Nursing, Technology, Textbook, Security and Title I programs have been completed.

Professional Development

The Director and Supervisor are in daily contact with the nonpublic teachers and speech therapists. Google Hangout meetings are scheduled with staff to review COVID 19 updates, student programming and needs. In addition to the scheduled meetings, staff members speak, text or email the Director and Supervisor daily with questions about instruction/program needs.



**Union County Educational Services Commission
Superintendent Report**

School/Department: Technology	Report Date: 5/24/2021
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Enrollment:

N/A

Emergency Drills:

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

<p>Renovated the printer fleet at 45 Cardinal to resolve multiple print delays. Continuing to work through USAC's PIA review. Met with multiple administrative staff and VoIP specialist to determine all major issues. Reconfiguring VoIP system to resolve multiple zone failures in PA/paging system. Toured VoIP specialist through buildings and administration software. Working with new cabling firm to improve service and pricing of cabling needs throughout district. Upgraded uninterruptible power supplies (UPS) at 45 Cardinal. Organized summer improvement projects with Network Administrator. Installed MP3 players at all locations to improve hold music issues.</p>
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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: Transportation	Report Date: 5/5/21
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Enrollment:

N/A

Emergency Drills:

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

A set of updated estimates of yearly transportation costs is being mailed to the Business Administrators and Transportation Coordinators of all participating districts on June 15, 2021. The printouts must be checked for accuracy and any needed corrections made in preparation for the final billing, which will be distributed on June 23, 2021.

Routing preparation for the extended school year transportation has begun in earnest. Quoting will be beginning the first week of June and continue for a couple of weeks until all routes are covered.

2021-2022 School Year applications are due on May 28, 2021 and have already started to come in from several districts. The 2021-2022 school year routing will begin in early July and bidding will start in July and continue until early August. It is anticipated to be a busy time this summer in the transportation department with schools opening up more for in person instruction.

The 2020-2021 still continues to be a busy year with many schools still pivoting to in person learning. The department is receiving many requests for transportation for students switching from virtual/hybrid learning to 100% in person learning.

Community Based Instruction and Special Events:

Professional Development



**Union County Educational Services Commission
Superintendent Report**

School/Department: Westlake School	Report Date: 5/20/2021
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Enrollment:

Current Enrollment: 54 Acceptances: 0	Intakes: 6 Disenrollments: 0
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Emergency Drills:

Fire Drill: (Relaxed Fire Drill) 5/20/21 Cohort A 5/13/21 Cohort B	Other (Lockdown - Internal Threat): 5/19/21 (Cohort A) 5/14/21 (Cohort B)
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Curriculum and Instruction:

Mr. Carten's Class:

During the month of May in Social Studies we continue to study the 50 states: New Mexico, New York, North Carolina, North Dakota, Ohio have been covered. We also discuss current events on a daily basis that is affecting us locally, domestically and internationally. Social and Emotional issues are discussed weekly following the Zones of Regulations social lessons. Role playing and creating real life situations and how to handle them properly assists the students on a daily basis. In the subject of Science, students continue to discuss Africa's animals in the region which include: Ostriches, Zebra, Lions. On Fridays, students continue to do co-op lessons with Mrs. Palmer's class (Food Prep). Students are taught to read recipes and measure ingredients. This month we have made homemade cookies, puff pancakes, panini sandwiches. Due to Covid, Mrs. Palmer presents virtually while students are following along in Mr. Carten's room. With the use of technology students are able to benefit as if we were all in her class.

Mrs. Convery's Class:

The class participated in two special events. One was that the students took money from their class business to purchase baby gifts for Riley, the new baby of their classroom paraprofessional. The students discussed which gifts to purchase for the baby and decided on some clothes, socks, a book and a stuffed animal. One of the students wrapped the gifts and they were delivered to Miss Rebecca and her newborn. The students were thrilled to watch them open up the gifts during an online class. The other special event was that one of the students in the class showcased the technology he uses to read braille, a Focus 40 device. The student and I practiced the reading assignment during 1-1 lessons. When the day came, he explained the technology and demonstrated it for the students. His classmates were very impressed and curious. They asked him thoughtful questions about the technology, and he proudly answered them. This demonstration was accompanied by several lessons on Louis Braille and the braille system. Students were able to use paper and pencil to braille their names and solve some riddles written in printed braille.

Mrs. Fernandez's Class:

In math students are working on beginner word problems and solving clues using number sense and language. Students are also working on addition and subtraction, and their individual math goals. In Language Arts students are learning how to listen to a story, make predictions, and answer comprehension questions. Students continue to work on their specific programs which include, identifying community safety signs, utilizing the Edmark reading program, sight word recognition, and identifying emotions and actions. In science students are learning about the

life cycle of butterflies. Each student has their own science journal where they record their daily observations as we watch real butterflies complete their metamorphosis. Students explore new concepts and vocabulary. They also gain hands-on experience as they care for the butterflies. In social studies students are discussing their roles in the community and how communities can impact social change. In SEL students learn through movement such as exercise, dance, and yoga, how to regulate their emotions and make positive choices through physical fitness.

Mrs. Pajewski's Class:

While in the classroom, students focus on their individual levels for math and reading. Math skills have included various levels of matching/counting, addition/subtraction, multiplication, money skills and time. Students continue to work with the Digital May Meeting both in class and virtually according to the weekly cohort skill levels. This month students have also participated in DLM testing. Virtual group lessons have included daily Digital Morning Meeting (from TpT), Scholastic magazine (Treehouses and Caterpillars), living/nonliving and general math/reading skills (Boom cards, Education.com, live worksheets). Individual sessions have focused on student individual levels.

Mrs. Palmer's Class:

Students had 3 orders for Communion parties in the chocolate candy business. They also sent chocolate covered Oreos to Mrs. Helen Kirsch (the board president). The students are happy to be making chocolate again and filling orders. In Food Preparation the students have prepared puff pancakes, turkey sandwiches and pineapple cheese spread. In science the students are learning about animals that live in grassland and savannas. The students have studied elephants, giraffes, cheetahs and ostriches. They also watch some great National Geographic videos on each animal.

Ms. Porchetta's Class:

In language arts, students worked on cause and effect and finding the main idea in response to text. The Man Who Didn't Wash The Dishes written by Phyllis Krasilovsky was the perfect book for reviewing these skills. In social studies, students learned about Cinco De Mayo and Crops in The United States. Students learned what crops grow best in our country and how farmers work to produce and distribute fresh fruit and vegetables. In math students took a virtual trip to Target and completed functional math skills in response to it. We also graphed coordinate points. In science they learned about patterns in the sky and about oceans, Lakes and rivers. Thank you to Ms. Kristen who is now creating amazing Google presentations about countries around the world. They are based on the heritages of the students and staff within our class. It has been so much fun for us to learn about each other's cultures.

Mrs. Robles's Class:

The students continue to work on calendar skills, stating the days of the week and months of the year. They also state what was yesterday, today, and tomorrow. Students have been working on shapes and colors and locating objects in the classroom that are circles, squares, or rectangles. The students have been practicing skip counting by fives. They particularly enjoy watching singing videos of skip counting. We continue to work on identifying vocabulary words such as food, clothing, everyday objects, and animals. We practice answering Wh questions by playing Wh bingo. The students enjoy watching/listening to a read aloud story and then answering questions about the story. The students have heard/watched several stories about different farm animals. After the story, the students answer comprehension questions about the story. Each day for Social Emotional Learning the students indicate how s/he is feeling and identify in which Zone that feeling is. The students made Mother's Day cards that they took home. They have also made ladybugs and bees for our bulletin board.

Mrs. Shaw's Class:

In May, the students celebrated and learned about Earth Day and Arbor Day this month. In Reading, the students read a story about "Diary of Worm" and learned about how worms are important to the Earth. Students also used the graphic organizer to list facts they learn about worms as they read the story. In Math, the students learned how to estimate budgets for shopping and worked on how to count the sum of coins and bills. For Science, the students worked on how to describe the characteristics of each type of cloud and learned how a cloud form. In Social Studies, the students read an article about the "Tulip Festival" from News-2-You. The students find out where the Tulips originated and where and how the Tulip festival is celebrated in the United States in May. In Vocational, students worked on packaging and labeling vegetables plants for Mother's Day gifts for our students and staff.

Mrs. Swisher's Class:

During our morning meeting we are pairing songs with the days of the week, months of the year and the seasons. Students have been enjoying getting up and moving while dancing and singing to the songs. During our meeting we are reinforcing the concepts of before/after and fact/opinion. Students also practice counting and safety sign skills. Several students are involved in taking responsibility (our theme of the month) and leading the meetings. We have been reading News2You articles such as "Tulip Time Festival" and "Kentucky Derby Winner" and answering reading comprehension questions. Our SEL theme has been "responsibility". Each day we complete an activity to promote how we can be responsible adults. Students identified ways we can be responsible in school and at home. They practiced making good choices to show others how to be a responsible adult. Students also learned that many character traits are needed to show responsibility - these included honesty, dependable, hardworking, respectful etc. They have also been using a family dinner menu to identify items, pretend to order a meal, find the total cost of the meal, and identifying if we had enough money to purchase items.

Mrs. Caputo – Art:

Students have been exploring the works of several contemporary artists including Jeff Koons and Iris Scott. They have also made seasonal based, Japanese inspired Cherry Blossom art. Students reinforced the idea of showing space and depth in their work by making things look small that are supposed to be far away and things that are up close big. Students used this concept in their Mount Fuji with Cherry Blossoms landscape. Students learned about value and shape in the Jeff Koons Balloon Dog collage. They learned how to use three values of the same color to make an object look three dimensional. They discussed Neo-Pop artwork, traced, cut, and assembled their collages. They used their previous knowledge about how to draw buildings using shapes and they drew a cityscape in the background. Next, students will be thinking about how artists use movement in their artwork. They will examine works of art by Iris Scott, including her "Shaking Dog" paintings. They will watch Iris Scott Paint using her fingers to express movement in her work. They will then make a shaking dog of their own by drawing, cutting, gluing, and finger painting.

Mr. Shanfield – Physical Education & Health:

May is here and the weather has been amazing, so we have been able to engage in our Physical Education classes outside. May has been an amazing, productive, and hardworking month because all the fitness and motor activities students have been working on are all coming together. The students' tempo and pace during their PE classes are increasing because the students have been working so hard on mastering the skills all year long. The students were also introduced to workouts using towels that incorporate core and stability training along with fine and gross motor movements that translate into other functional areas of their lives. As the weather changes and the topics of Health change we move from Character Education/Social Emotional Learning/Whole Child and Mindfulness to exercise and how that affects us. The topics the students are engaging in include, but not limited to Hydration, Sweating, Heart Rate (how to check your pulse) and how these all can affect your health and your ability to learn in school. Boy Scouts update: CONGRATULATIONS WESTLAKE it is official we are now a Chartered Troop (Troop #1571).

Mrs. Sandrock – Social Work Report:

Numerous IEP, Pre-planning and Covid Recovery meetings have been held to follow up on student progress during this challenging year. These meetings with sending Districts have illuminated the incredible effort put forth by teaching and therapy staff in an effort to meet the needs of students through distance and in-person learning.

Social Worker has been speaking with parents about scheduling a follow-up consultation with child psychiatrist, Dr. Amy, before the end of the month. She has continued to assist parents with their questions about medication and behavioral/emotional needs for approximately 20 years at Westlake, a service that is highly valued. Individual counseling needs are being met through in-person and remote sessions to assist students with emotional issues. During this school year students have experienced a myriad of emotions. For students that historically have presented with anxiety returning to school after 15 months at home is daunting and requires small therapeutic steps for successful entry.

An in-person intake meeting was conducted for a potential student from the Rahway school district by Social Worker and BCBA. Parent and CST were ecstatic for the ability to meet in-person rather than remote.

Behavior Department:

This month BCBA & RBT continued to support classroom staff in the return of some students to weekly in-person instruction. This support will continue, along with consulting with teachers on developing remote instruction which facilitates learning. Parental support continues as well, during remote lessons, via phone calls and emails as needed and requested. Online resources for families are posted weekly as well on the school website, on my behaviorist webpage. Data collection and analysis on remote lessons to track on-task behavior and to assess student learning has continued. Creation of materials for individual students, to assist teachers in maximizing learning has been occurring. RBT has continued entering and graphing data, as well as beginning to take data during remote lessons under the supervision of the BCBAs.

Occupational Therapy:

This past month, both OT's sessions were held in person and virtually. They have researched and implemented new online resources to make virtual learning as effective as possible by continuing to refresh our boom learning and teacher pay teacher accounts with new activities especially as the seasons change (spring/summertime themed activities). Most students are officially coming into school full time therefore receiving their sessions while in the building, others continue to be seen virtually, and others have opted for emailed OT sessions. These emailed sessions are sent every week with individualized OT activities according to the student's IEP goals. Therapists are also currently attending Covid recovery meetings for students from the Irvington School District.

Physical Therapy:

Currently there is one physical therapist working three days a week at Westlake School with nineteen students receiving physical therapy services. Our students continue to receive PT via in person therapy, live tele therapy sessions, electronic emailed sessions or a combination. Our students continue to progress with their PT goals this month. W.C. has been working really hard on push-ups and planks. He is starting to show improvements in form this month and we will continue to work on improving his endurance. D.V. continues to "wow" us from home as he makes great strides in his PT goals from his remote sessions. T.B. has been working on keeping his crutches closer to his body to improve his gait. During his remote weeks he receives emailed sessions, and his mother consistently emails to let us know that he does his exercises diligently at home. Those that have opted out of live tele therapy sessions are receiving electronic sessions via email on their remote weeks. These emailed sessions are specifically designed for each student based on their IEP goals and include pictures, videos and instructions of how to perform the exercises at home.

Speech Therapy:

This month in speech we continued to target students' goals and objectives and incorporated various themes including Cinco de Mayo, Mother's Day, Spring, Nurses Appreciation Day, etc. Students read articles about Cinco De Mayo and learned about traditional food and dances. For Mother's Day, students made cards and discussed ways they can help/show appreciation for the important women in their lives. On days the weather has been nice, we took students out to create meaningful speech opportunities by completing scavenger hunts and participating in movement activities. The speech therapists have also collaborated with other therapists who have pushed into the classroom and have conducted groups to work on social skills with their peers. We have continued to send home alternate activities and find fun/inventive ways to engage students who are continuing to participate in remote learning. As a department, we have continued to work on our PLC's and share ideas with one another.

Community Based Instruction and Special Events:

Mrs. Goodson:

Job Academy students are participating in career interests' assessments and learning about the world of work. Two versions of the interest assessments are being used: 1) a hard copy version: *Careers for Me SN* - a picture assessment published by Career Kids/Boulden Publishing; 2) a new online version from the *New Jersey Career Assistance Navigator (NJCAN) 360*. The new online version from NJCAN (Career Cluster Inventory) is an image-based assessment that is more user friendly for students with disabilities. After taking the assessment, students began learning about "Why People Work" and participated in practice activities to learn basic

vocabulary for the world of work. The Live Worksheet platform has been a good resource for practice activities. Mrs. Goodson have also found the *Easy Spell* application helpful for students who were assigned a worksheet where they had to identify the job based on the image, then unscramble the letters of that job and input the word into the worksheet. To do that, they had to know how to spell the word. With the *Easy Spell* application, the student would say the word into the app's microphone and the word would pop up on the screen. The student would then input the letters of the word into the worksheet. The use of the *Easy Spell* app was a "real life" learning example of how the growth mindset can empower students to be in charge of their learning. The growth mindset concept teaches them to get rid of "I can't" in their vocabulary.

Professional Development:

District Restart Committee Meeting and Pandemic Response team meetings continue monthly to ensure safety throughout the schools.

PLC Meetings continue weekly with collaborations with colleagues, sharing resources and lessons.



**Union County Educational Services Commission
Superintendent Report**

School/Department: Work Readiness Academy	Report Date: 4/30/21
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Enrollment:	
Current Enrollment: 22 (includes WRA & Project SEARCH) Acceptances: 0	Intakes:4 (4 accepted for SY 2021-22) Disenrollments: 0
Emergency Drills:	
Fire Drill: 4/29/21	Other (Specify Type):
Curriculum and Instruction:	
Community Based Instruction and Special Events:	
Professional Development:	