



**Union County Educational Services Commission  
Superintendent Report**

<b>School/Department:</b> Crossroads School	<b>Report Date:</b> 7/1/2021
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**Enrollment:**

<b>Current Enrollment:</b> 35	<b>Intake:</b> 0
<b>Acceptances:</b> 0	<b>Disenrollments:</b> 0

**Emergency Drills:**

<b>Fire Drill:</b> 6/22/21	<b>Other (Specify Type): Shelter in Place:</b> 6/16/21
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**Curriculum and Instruction:**

Christina Witte's middle school classroom actively prepared for our middle school commencement throughout the month of June. Each student contributed specific memories, comments, and pictures to a "memory book," that was displayed with pride in the classroom. Displayed student work improves school culture and instills an aura of positive thinking and accomplishment for students and staff. Students and staff in Mrs. Witte's classroom continued to maintain our school community garden. Strawberries have harvested, and students have now planted corn, squash and beans in our school planting boxes. Mrs. Witte has led our "school community garden initiative," since its inception. Our entire school community sincerely appreciates her vision, creativity, and dedication in creating a vibrant school garden.

Speech Therapy Department (Hope Weinstein, Jessica Pinzon and Catherine Serzan) - Our speech therapy department continued to provide speech therapeutic services in the classrooms as well as live speech sessions via Google Meet for our students that are learning virtually. The BOOMCARDS application and Teachers Pay Teachers remain invaluable curricula resources for students, staff, and families. Students, families, and staff have consistently provided positive feedback specific to the BOOMCARD application's ability to differentiate instruction as well as being user friendly.

Allison Gebler's elementary students were actively engaged with instructional lessons throughout the month of June! Students and staff continued actively participating in the "Alphabet Countdown," to end the school year. A daily letter was introduced at the classroom morning meeting and was incorporated into a variety of different subjects throughout the school day. Math activities included one to one correspondence with classroom staff, number matching and color sorting aligned to specific student activity schedules. Ms. Gebler continues to differentiate learning activities and instructional plans to meet the needs of each individual learner.

**Community Based Instruction and Special Events:**

Crossroads Middle School Commencement Ceremony was scheduled for Friday, June 18th, 2021. Due to unforeseen circumstances outside of our control, school administration postponed the middle school commencement until the month of July. Middle school students and staff practiced for commencement ceremonies on multiple occasions. Multiple classrooms participated in Father's Day activities.

**Professional Development:**

Crossroads' behavior team members, Danielle Cicalese, Marianny Amezcua and Jennifer Bace, provided staff with professional development training on our English Language Arts curriculum, EDMARK and SRA Reading Mastery.



**Union County Educational Services Commission  
Superintendent Report**

<b>School/Department:</b> Hillcrest Academy North	<b>Report Date:</b> 6/22/2021
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<b>Enrollment:</b>	
<b>Current Enrollment:</b> 78 <b>Acceptances:</b> 0	<b>Intakes:</b> 10 <b>Disenrollments:</b> 0
<b>Emergency Drills:</b>	
<b>Fire Drill:</b> 6/11/21	<b>Other: Lockdown:</b> 6/11/21

**Curriculum and Instruction:**

In Ms. Mannino’s Math classes, students that decided to return in person were much more focused and productive. They knew their target scores needed to receive credit for the classes they had struggled in. Those that remained at home, were given the additional opportunity to attend a “virtual study hall” where they again received additional help and guidance. Geometry students worked on the transformation unit. It included translations, reflections, and rotations as well as combinations of them. Probability and Statistics students were working on combinations and permutations. They had to distinguish between them and decide whether or not order mattered.

Mrs. Machado’s Math classes began the month of June finalizing Algebra assessments via IXL. Students finished the year together with a fun way to continue practicing logic and reasoning, successful skills of mathematicians. Mrs. Machado prepared students for the 2021 Hillcrest Academy North Chess Tournament. Experienced students helped teach the beginners for the first week and became their coach. Twenty students entered the tournament and Brandon DaCruz, took the lead of the HAN 2021 Chess tournament championship.

In US History 2 and Civil Liberties, students continued working both online and in person, Students continued to focus on the cross curricular project “Becoming.” Students also focused on make-up work and any additional assignments to increase their grade. Students did this by reading primary and secondary documents and expressing their thoughts on these readings in a multitude of ways (google slides, debate and essays).

In Economics, students wrapped up the school year by reviewing the key concepts and skills they have learned in 2020-21. From a macro perspective, students were able to differentiate between major world economic ideologies and evaluate methods of dividing and distributing the world’s limited resources. For personal finance, students developed criteria for making effective personal financial decisions, such as choosing the right credit card and identifying a sound investment. These concepts and skills will help our students thrive in our society’s economic system.

**Community Based Instruction and Special Events:**

This month, the guidance counselor continued to monitor each student’s progress academically. Ms. Schulhafer continued to contact Hillcrest Academy North’s seniors daily to encourage them to attend their

classes, complete their assignments, and their credit retrieval. Ms. Schulhafer met with Ms. Goldenberg regularly to review each student's progress and hold meetings to motivate the students to finish the 4th marking period strong. Ms. Schulhafer audited the transcripts in order to enroll the students in summer school.

**Professional Development:**

HAN's PLC decided that the most effective use of time for the 2020-2021 school year 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 were 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 PLC time was very useful and acted as an effective professional development for all North teachers!**



## Union County Educational Services Commission Superintendent Report

<b>School/Department:</b> Hillcrest Academy South	<b>Report Date:</b> 5/25/2021
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<b>Enrollment:</b>
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<b>Current Enrollment:</b> 87	<b>Intakes:</b> tbd-waiting for parental responses and additional students from the Elizabeth Academies. <b>Disenrollments:</b> 0
<b>Acceptances:</b> 0	

<b>Emergency Drills:</b>
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<b>Relaxed Fire Drills:</b> 6/3/21 and 6/10/21 (for Westlake's second cohort).	<b>Other:</b> Shelter in place with a transition to a Lockdown was performed on 6/2/21.
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<b>Curriculum and Instruction:</b>
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Ms. Schulhafer, the shared guidance counselor with Hillcrest Academy North Campus, continued to monitor each student's progress academically. Ms. Schulhafer continued to contact the Hillcrest Academy South Campus (HAS) seniors daily to encourage them to attend their classes, complete their assignments, and their credit retrievals. Ms. Schulhafer met with Ms. Gilchrist, social worker, regularly to review each student's progress and held meetings to motivate the students to finish the fourth marking period strong. Ms. Schulhafer audited the transcripts in order to enroll the students in summer school and notified the students if they needed to complete courses in summer school. Ms. Gilchrist was in regular contact with all students whether they were in-person and remote. 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 track and counsel students with substance abuse violations. She also posted as needed in the Social Worker/Guidance Counselor Google Classroom. For the fourth quarter, Ms. Gilchrist was supervising the virtual chemistry and computer science students. LGBTQIA+ month continued with students and staff participating. All teaching staff actively participated in HAS's Advocacy Program to encourage students and families to earn credits and provided much needed updates relevant to their Elizabeth Academies.

Ms. Cioffi, English teacher, and Ms. Wrzesinski, social studies teacher, concluded their *Becoming* project. Students had a total of six assignments to complete. The first four assignments consisted of excerpts from Michelle Obama's book *Becoming* that discussed her life growing up on the south side of Chicago, her family unit, education, and hurdles within all aspects of her life growing up. Students then analyzed and answered questions specifically about the book and then in general about their lives. Students also viewed clips from Michelle Obama's documentary based on the books to gain a deeper understanding without having to read the entire book. The last part of the project (the last two assignments) focused on issues here in America. This tied into Michelle Obama's idea of "becoming". The English department focused on who the students would like to become, and the social studies department focused on what the students feel America should become. Students had to complete a graphic organizer with the eight top issues in our society. They discussed President Biden's view on the topics, then agreed/disagreed with his opinions and then gave their own overview of how they would solve those current issues. Students then chose one of those eight topics to focus on for their final Slideshow Presentation. Students had to create a title page and an 'about me' page. Next, students selected one of the many quotes that we discussed in prior assignments and had to state what it meant to them, how it related to *Becoming* and how it related to the society they would create. Students then stated what the issue was that they selected, they explained why it is an issue, what our president can do to fix the problem and if our students had unlimited resources, how would they solve the problem. It was refreshing to see so many opinions that students had about our society, but also the amazing solutions they gave to those problems. Students then concluded with three summary questions about the book, life, and society.

In Environmental Science, Chemistry, Forensic science, and computer science, Ms. Arora's students have been given time to complete their make-up work. They took good advantage of this time and completed most of their assignments with best effort. To improve their grades students requested extra credit assignments.

Ms. Rubin, nurse and health teacher, assisted with entry procedures, screening students, and taking the student's temperatures upon arrival. She helped to enter attendance while Ms. Providence was absent. She has been calling parents of students who are absent from in-person learning. Ms. Rubin continued to conduct mandated school health screenings for those students who were at HAS for in-person instruction. Ms. Rubin kept track of student's wellbeing and provided them and their families with resources for free Covid-19 testing, vaccines, and information. As a member of the PRT, Ms. Rubin has assisted in the reopening of HAS and continued to work closely with staff and administration to keep our schools safe. Ms. Rubin attended a professional development in June, which consisted of information about student well-being, Covid-19, mental health, and helping students readjust to our new normal, while emerging from isolation. In addition, there was an information session about inclusion, equity, bias, and racism.

Ms. Ferrari's in-person and remote students continued to submit classwork assignments for the school year in effort to earn overall adequate grades and additional credit retrieval credit. In-person students have been able to participate in interactive lessons on various concepts learned over the course of the year. These concepts have included but are not limited to trigonometry, multiplying binomials and exponential functions. One of the student's favorite activities has been Algebra Jeopardy. The students have been able to engage in conversations and have social interactions.

Ms. Cherville, Spanish teacher, encouraged all her students to complete pending assignments. They received all the instructions they needed to successfully complete their Spanish I and Spanish II courses. The classes ended the year with engaging, fun, and native language immersed activities.

The students in Mr. Barone's Health classes completed the school year by discussing numerous topics during the month of June. Some of the topics discussed included family and peer relationships, resolving conflict, and also healthy ways to stay active during the summer. In addition, Mr. Barone explained to the students what a healthy relationship looks like and what are some characteristics of an unhealthy relationship. With the summer months approaching, Mr. Barone encouraged the students to try to get outside on nice weather days to enjoy some physical activity. A number of students shared that they started going back to the gym but are still wearing a mask and keeping social distancing just to be safe. Mr. Barone also provided health and physical education related activities for all students to work on over the summer.

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

In-person instruction students were provided an end of the year barbeque, received yearbooks, and awards on 6/18/21 then provided academic activities, that included social emotional learning and health lessons, for remote instruction on 6/21/21 and 6/22/21. On 6/21/21 and 6/22/21, remote instruction students were transported to HAS for their end of the year barbeque. This provided the HAS and student closure for the school year as well as the UCESC to receive Chromebooks back. Ms. Arora also provided authentic Indian Street Food for everyone to sample at each event. At your convenience, please view the following year end presentation: [HAS 2020-2021 Senior Recognition & Awards Ceremony](https://docs.google.com/presentation/d/e/2PACX-1vR7_GU4r27h-6-0Coz_3XCQXRNPPM4sYhBDUpDPS0aB3481Rj0sLARJXXrpVntCDjoJVRznxmv77oNA/pub?start=true&loop=false&delayms=5000) (https://docs.google.com/presentation/d/e/2PACX-1vR7\_GU4r27h-6-0Coz\_3XCQXRNPPM4sYhBDUpDPS0aB3481Rj0sLARJXXrpVntCDjoJVRznxmv77oNA/pub?start=true&loop=false&delayms=5000).

#### **Professional Development:**

Academic regression was discussed with SciP and staff at 6/15/21 PLC Meet and the department meetings discussed pre-Student Growth Objectives on 6/21/21.



**Union County Educational Services Commission  
Superintendent Report**

<b>School/Department:</b> Lamberts Mill Academy	<b>Report Date:</b> 6/24/2021
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**Enrollment:**

<b>Current Enrollment:</b> 38 Total <b>LMA Campus:</b> 22 <b>New Point:</b> 12 <b>New Point at LMA:</b> 3	<b>Intakes:</b> 5 <b>Acceptances:</b> 4 <b>Disenrollments:</b> 1
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**Emergency Drills: 2**

<b>Fire Drill:</b> 6/3/21	<b>Other:</b> 6/2/21 Lockdown Drill
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**Curriculum and Instruction:**

**English, History, Math:**

**Social Studies:**

All Social Studies students completed the cross-content project focused on Michelle Obama’s book, *Becoming*. Students reviewed analysis and research skills that they had been working on throughout the year. As the school year comes to an end, students have been participating in several review activities focusing on the topics they have learned. World History students have focused on the ancient and classical civilizations and how societal structures are put in place. US I students have focused on the birth of America and how the U.S. government system works and applies to their lives. US II History students have focused on U.S. involvement on a global scale and how the impact of past events affects the world today. 20th Century Civil Liberties students have focused on several large scale political and social movements and how those movements are still ongoing today. All Social Studies students have worked on understanding the importance of the cause and effect relationship between the past and present and how to break down historical events by political, social, and/or economic importance.

**Science:**

To close out the final month of the school year, science students continue to nurture the LMA garden during their assigned periods. Environmental science students are learning about the types of weathering, the agents and effects of each type, and erosion. A Claim, Evidence and Reasoning (CER) assignment was created for the students to identify what is the best approach to maintain biodiversity of a local ecosystem and prevent further erosion - building a concrete barrier or planting trees with deep roots. Biology students are learning about plant structure and functions, roots, stems, leaves, seeds, and fruits. These topics are tied into a lesson about photosynthesis. Students labeled diagrams and identified the functions of those structures. Chemistry and Marine Biology students are focused on project-based learning. Chemistry students are researching a chemist of their choice to create a cereal box to reflect his/her accomplishments. The front of the cereal box is to ‘showcase’ with graphics and a catchy name or slogan. The back of the cereal box is the interactive part of the project - word searches, word jumbles, or riddles. The thin side that would display nutritional information will instead display a list of accomplishments in a similar format and the other thin side will elaborate on interesting facts in paragraph form. The inside of the box will require the student to either find or create a prize that symbolizes their chemist. The seniors are creating a 3D model of the LMA garden to leave behind after they graduate, since they were heavily involved in the clean-up and bringing the garden back to life.

**Mathematics:**

The month of June has been a time for students to review materials learned in the classroom, and to reflect on the year. All math classes spent time reviewing major topics learned in class for the year. They also spent additional time working on IXL to review mastery of skills in each of their content areas, along with discuss the pros and cons of IXL and how they will utilize the program moving forward.

Finally, students were presented with a unique project for the last week of school. Students were to think about different movies and TV shows and choose one they felt utilized mathematics the most. Students wrote argumentative essays on why the TV show or film they choose utilizes mathematics the most, and the student who wrote the most compelling argument based on their peers is the TV show or film shown in the math classroom for the last couple of days for school.

**Community Based Instruction and Special Events:****Professional Development:**



**Union County Educational Services Commission  
Superintendent Report**

<b>School/Department: Nonpublic Services</b>	<b>Report Date: 6/30/2021</b>
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**Enrollment:**

<b>Current Enrollment as of May 30th:</b>	<b>Acceptances:</b>	N/A
Total Comp Ed Services: 833	<b>Acceptances:</b>	N/A
Total Supplemental Instruction Services: 558	<b>Intakes:</b>	N/A
Total Speech Services: 201	<b>Disenrollments:</b>	N/A

**Emergency Drills:**

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

Nonpublic Department Teachers, Speech Therapists and Child Study Team members provided 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 closed out the school year, completed progress reports, processed 407-1 forms and completed their final monthly reports for the 2021-2022.

Nonpublic nurses provided in-person services to our nonpublic school students and assisted with Covid-19 contract tracing.

**Community Based Instruction and Special Events:**

**Professional Development**

The Director and Supervisor were in daily contact with the nonpublic teachers and speech therapists. Google Hangout meetings were scheduled with staff to review COVID 19 updates, student programming and needs.





**Union County Educational Services Commission  
Superintendent Report**

<b>School/Department:</b> Technology	<b>Report Date:</b> 6/30/2021
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<b>Enrollment:</b>	
N/A	
<b>Emergency Drills:</b>	
<b>Fire Drill:</b> N/A	<b>Other:</b> N/A
<b>Curriculum and Instruction:</b>	
<p>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.            Onsite work with VoIP vendor to correct several reported issues.            Organized summer improvement projects with Network Administrator.</p>	
<b>Community Based Instruction and Special Events:</b>	
<b>Professional Development:</b>	



## Union County Educational Services Commission Superintendent Report

<b>School/Department:</b> Transportation	<b>Report Date:</b> 6/30/21
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<b>Enrollment:</b>	
N/A	
<b>Emergency Drills:</b>	
<b>Fire Drill:</b> N/A	<b>Other:</b> N/A
<b>Curriculum and Instruction:</b>	
<p>The Transportation Department is starting off the extended school year with 324 routes. Competition among participating vendors is competitive but waning due to the driver shortage. The coordinator anticipates the usual influx of additional students once the summer program begins, so another record-breaking year in the transportation department is on its way.</p> <p>For the extended school year, the Commission will be only operating 4 routes on its' own vehicles transporting 16 students from 5 districts to 4 schools.</p>	
<b>Community Based Instruction and Special Events:</b>	
<b>Professional Development</b>	



**Union County Educational Services Commission  
Superintendent Report**

<b>School/Department:</b> Westlake School	<b>Report Date:</b> 6/18/21
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**Enrollment:**

<b>Current Enrollment:</b> 54 <b>Acceptances:</b> 3	<b>Intakes:</b> 3 <b>Disenrollments:</b> 0
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**Emergency Drills:**

<b>Fire Drill:</b> (Relaxed Fire Drill) 6/3/21 Cohort A 6/10/21 Cohort B	<b>Other</b> (Lockdown - Internal Threat): 6/1/21 (Cohort A) 6/8/21 (Cohort B)
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**Curriculum and Instruction:**

**Mr. Carten's Class:**

During the month of June, we have been discussing the following: Social Studies - we continue to study the 50 states: Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island 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 curriculum. Role playing and creating real life situations and how to handle them in a calm manner. In the subject of science, we continue to discuss Africa's animals in the region which include: Tigers, hippopotamuses, rhinos. We are also discussing their habitats. On Fridays, we 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, pancakes, waffles, fruit kabobs. Due to the Pandemic, different styles of teaching are occurring. 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. We also helped prepare for graduation, setting up the gym, putting cupcake boxes together and making it special for the 2021 graduates.

**Mrs. Convery's Class:**

This month one of the students in the class lost his mother. It was a difficult time for him and his family. The Westlake school community offered its support to him by sending cards, attending the funeral, donating to a Go Fund Me account for funeral expenses and regularly checking in with the student and his family. His classmates wrote heartfelt condolence messages that were delivered to the student. Through the Zones of Regulation, lessons about loss and grieving were discussed and taught. Five students were remote for the entire year. Their attendance was excellent. Lessons included academic, social, and emotional learning. It has been a process with a steep learning curve, but we made it through with each student showing progress during the year. In the area of academics, we have continued our language arts lessons on verbs and adjectives, as well as reading comprehension. Math topics include money, graphs, and fractions. We have completed our study of the solar system with the dwarf planet Pluto. The holidays of Memorial Day and Flag Day were covered in Social Studies.

**Mrs. Fernandez's Class:**

In Language Arts, students we are learning about fables. Students study the characteristics of fables as well as the lesson to be learned. 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 math students continue to use numbers to read, create, and form questions about data from graphs, students

practice using money in naturally occurring situations (i.e., money ID, counting, addition, subtraction, using a register, and accounting). Individually, students have continued to work on their specific programs such as: 1:1 correspondence, touch math, money skills, matching, and sorting. In science students continue studying different life cycles and compare and contrast the differences between frogs, sunflowers, beans, and butterflies. We are about to explore different habitats. Students are learning new questioning techniques as well as working as a group to answer these questions. In history students are studying their places on the map and how to label and identify features on a map. Students are using Social Emotional Learning groups to identify different feelings in the “Zones” curriculum and how to problem solve when experiencing these different emotions. Students practice through video models and group discussions. Students create tool kits for how to appropriately have their needs met when feeling these emotions.

#### **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 June Meeting both in class and virtually according to the weekly cohort skill levels. In Social Studies we have been exploring wants and needs. Here we are learning about the things needed for survival and the things we would like to have. Our weekly Scholastic Magazine topics have included Meet an Octopus and Brain Freeze. In science we have continued with living and nonliving and habitats. This month we have explored the ocean, forest, and arctic habitats. Virtual group lessons have included daily Digital Morning Meeting (from TpT), Scholastic magazine (Meet an Octopus and Brain Freeze), habitats and general math/reading skills (Boom cards, Edpuzzle.com, liveworksheets). Individual sessions have focused on student individual levels. Overall attendance for most students/families has been good.

#### **Mrs. Palmer’s Class:**

The candy business was busy this month because they made 105 chocolate Oreos for Mrs. Hirsch’s memorial ceremony. Mrs. Palmer was so happy that we sent candy to Mrs. Hirsch in May for Mother’s Day. The students are also making candy for the Commencement Ceremony and Father’s Day. Hopefully, next year we will be able to sell our candy again. The students are continuing to study about the 50 states. They have learned about North Dakota, Oklahoma, and Pennsylvania. All the students have enjoyed reading about the different parts of the United States. In science the students are learning about the animals of Africa. We have read about chimpanzees, tigers, lions, and hippos. In Language Arts and Math, the students are reading and answering comprehension questions and writing sentences. During Math, the students are working counting money, making change, and answering word problems.

#### **Ms. Porchetta’s Class:**

In language arts, we read The Wonders of Summer by Connor Lonning. We followed the adventures of a father and daughter as they enjoyed the warm weather outside. We discussed our favorite things to do in the coming season, the signs of change in nature and outdoor safety. We also read The Grapes Of Math by Greg Tang which gave us a good opportunity to review the many ways you can arrive at the same answer. Polygons and fractions of money were other topics worked on this month. In social studies students are participating in a review of Daily Life Skills. Topics were kitchen safety, doing laundry, washing the dishes and how to cook simple meals. The importance of helping, being responsible and keeping up with chores was stressed. In science we learned about reducing our impact on the Earth and how animals take care of their babies. We made comparisons to human behavior. We continue learning through the amazing Virtual Trip Google presentations created by Ms. Kristen. So far, we have visited Peru, Italy, Haiti, Lebanon, and India. This has helped our class gain a better understanding and level of respect for each other's cultures. The students and staff are truly enjoying them.

#### **Mrs. Robles’s Class:**

The students continue to work on skip counting by 5’s. They also 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. Doing the calendar is one of their favorite activities and they like choosing and watching a calendar video on the big screen. The students continue to work on counting activities in addition to working on shapes and colors and locating objects in the classroom that are circles, squares, or rectangles. 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. Each day for Social Emotional Learning the students indicates how s/he is feeling and identify in which Zone that feeling is. The students have made fish and flamingos that have enhanced our hallway bulletin board. In honor of Flag Day, the students made flags. They counted the stripes and arranged them in order (in a pattern) on their paper. They surrounded the flag with pictures of animals found in America.

#### **Mrs. Shaw's Class:**

This month, in Reading, the students read a story called "Tops and Bottoms" and learned that hard work, clever thinking, and teamwork are important and valuable tools. The students also learned similarities and differences among vegetables and how different crops are grown and harvested. In Math, the students continue working on counting coins and bills as well as rounding up to the next dollar to determine how many dollars it will take to cover an amount. In Science, the students watched and learned about pollination in order for plants to reproduce. The students explored and learned different ways that seeds are dispersed such as animals, wind and water by following a story "Seeds, Bees, and Pollen" as well as a Cheetos pollination experiment. In Social Studies, students had a discussion about how to celebrate Memorial Day, Flag Day and Flay Day. In Vocational, students got a chance to go outside to sand/painting/stain woods and completed a few orders of welcome wooden signs this month.

#### **Mrs. Swisher's Class:**

We have started our summer countdown and students and staff are looking forward to the break between the school year and the summer. We took a survey to see what the classroom plans on doing over break. Students practiced conversation skills, taking turns, creating a tally, and graphing the results. The clear winner was the beach!! We are all looking forward to some fun in the sun. In math we worked on taking polls and graphing our results. Students also practiced reading a menu to order, locate prices, and total the bill. In conjunction with Math, we also discussed healthy and unhealthy food choices. We discussed the benefits of healthy food choices, and we are going to try to increase our vegetables with meals. This month we also began doing a daily yoga routine. We play quiet music in the background, turn down the lights, and either use our yoga mats or stay in our chairs. We practiced various breathing exercises to calm our breathing and our minds. Once our yoga routine is complete some of the students are leading us to perform some of their favorite stretches and poses. In science we began our unit on plant and animal habitats. We learned about the grasslands, polar, desert, mountain, temperate forest, and freshwater regions. Students discovered many plants and animals that lived in each region. Their favorite region was the grasslands and students have asked to learn more about this region. We watched videos, discussed the regions using Google slides, and completed various worksheets about each region.

#### **Mrs. Caputo's Art:**

Students are finishing out the year with some summer and beach themed activities. Students are reviewing some of the artists we have studied this year, like Wayne Thiebaud. They looked at some of his "Ice Cream" paintings and learned about how working at an ice cream shop was his first job. Students talked about how looking at the paintings made them feel and what it reminded them of. Students then made their own watercolor and collage ice cream cones. In these last weeks of school, students will be reviewing painting, watercolor, pastel, and drawing techniques. They will be making a "Surfboard Sunset" painting. It is a multi-step project that involves painting water with broad horizontal strokes and then using a spray bottle to show the crest of waves. Then they create a sunset by blending warm colored pastels. Students will individualize their surfboards and will be given creative control of the designs. Finally, students will assemble their works of art. Lastly, students will make a watercolor sunset with sailboat silhouettes. Students will reinforce their knowledge of how to show that something is close to the viewer by putting the larger object low on the paper. I'm looking forward to next year and am making plans for an academically rigorous and FUN art class!

#### **Mr. Shanfield's Physical Education & Health:**

During Physical Education class, we were going outside a lot and the students were able to participate and engage in new activities, such as obstacle courses, relay races and some new cooperative activities. The students and staff did an amazing job making this happen and allowing our students to obtain success to the best of their abilities! During Health Education classes the lessons that were taught included hydration, water safety and sun protection. The students showed and verbally demonstrated their understanding of how important these topics were, especially going into the summer months. Boy Scouts update: We had our first Troop #1571 Boy Scout meeting, and it was a success. The Scouts all got introduced to the Scout Oath and Law. The first project they worked on

was making bird feeders. The Scouts and staff who volunteered did an amazing job working together to create a working environment that was inclusive to all!! This school year has taught us all how to be more patient and flexible with each other. It's great to see such a collaborative team of people, which includes everyone involved with these children's lives and education step up and work so hard!!

### **Mrs. Sandrock's Social Work Report:**

This unique school year is coming to a close while several parents of graduates wonder if Gov Murphy will sign Bill S3434/A5366 which would extend school by another year. Districts are also waiting to learn whether or not to issue a diploma to this year's students slated to graduate. Many meetings were held to review student attendance and academic progress in light of Covid19's impact on learning to ascertain if remedial services were needed. Due to the excellent efforts by teaching staff our students appeared to not require additional recovery services. Many parents are looking forward to September in hopes of a full day in person schedule. Several remote learning students are returning full time during ESY in an effort to acclimate to a more rigorous program in the fall. With the assistance of Dr. Amy, consultant psychiatrist, we have worked to support those families that are struggling with fears about Covid19 and returning their children to in person schooling. A level of anxiety and uncertainty prevails amongst some parents as efforts are made to review mitigation and safety procedures at school. Many students have adjusted to attending school on a hybrid schedule; however, more students would like to attend full time for purposes of consistency and socialization, even if at a distance. Counseling has been held in person wherever possible as teletherapy is not the first choice for most students seeking interpersonal connection when sharing their feelings.

### **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. The behavior department now has one full time BCBA and an RBT. AFLS prep and assistance in completion for Irvington students, as per district request for information. Assisting teachers with compiling needed info (e.g., OR). 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. Intake participation for several cases during past month.

### **Occupational Therapy:**

This month in OT we have been taking advantage of the nice weather and have taken students outside for therapy as well as developing leisure activities for students to continue during the summer. We continue to provide in person, virtual, and email sessions to our students. The OT's are attending IEP meetings in order to develop appropriate and functional therapy plans and goals. We are also attending end of the year staff meetings to ensure that we are ready, and staff is prepared for the summer session. We are busy planning and ordering materials for next year, so we are prepared for the fall. We continue to collaborate with teachers to develop the most effective program for each student as we plan for the last days of 2020-2021.

### **Physical Therapy:**

Currently we have one physical therapist working three days a week at Westlake School with seventeen students receiving physical therapy services. Our students continue to receive PT via in person therapy, live teletherapy sessions, electronic emailed sessions, or a combination. Our students continue to progress with their PT goals this month. After months of practicing one student can now do a proper push-up and is doing a bit more each session. Another student returned to school this month after more than a year of remote learning. He is easing right back into live PT sessions and continues to make progress.

### **Speech Therapy:**

This month in speech the therapists continued to target students' goals and objectives and incorporated various themes including: summer activities such as, trips to the beach, riding bikes, the carnival etc. Students completed Summer surveys where they asked students and staff about their favorite Summer activities. 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. We read the book Summer by Alice Low with many of the students and incorporated Summer Boom card activities into sessions.

**Community Based Instruction and Special Events:****Mrs. Goodson:**

Of the 17 students who participated in the COVID-19 Virtual Job Academy sessions, only two *did not* receive credit due to lack of participation. Accommodations were provided to each student whose IEP included goals and objectives for the 2020/2021 school year. Students received credits for Job Academy sessions, and recommended business partners for each student for the 2021/2022 school year. Mrs. Goodson provided copies of students' work to their homeroom teacher for inclusion into their portfolios.

**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**

<b>School/Department:</b> Work Readiness Academy	<b>Report Date:</b> 6/30/2021
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**Enrollment:**

<b>Current Enrollment:</b> 22 (includes WRA & Project SEARCH) <b>Acceptances:</b> 0	<b>Intakes:</b> 1 (1 accepted for SY 2021-22) <b>Disenrollments:</b> 0
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**Emergency Drills:**

<b>Fire Drill:</b> 6/15/21 Shelter in Place 6/21/21 Fire Drill	<b>Other (Specify Type):</b>
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**Curriculum and Instruction:**

The Work Readiness Academy was pleased to be able to continue to provide full-time “in person” instruction during the month of June. Furthermore, the vast majority of students in the WRA programs participated in full-time “in person” learning this month (19 out of 22 students; 3 students remained on remote learning from home).

Highlights from the instructional learning program this month included:

- Students in the Work Readiness Academy finalized their Career Action Plans and worked on evaluating their year-long goals.
- Students in the Project SEARCH Program completed their second internship rotations and began meeting with the job developer from Project HIRE (our adult services provider) to ensure all pre-hire paperwork and intake information was completed (marking the official beginning of the job search process).

**Community Based Instruction and Special Events:**

- The Work Readiness Academy enjoyed two end of the year field trips to Linden Lanes and Nomahegan Park.
- The Project SEARCH program celebrated the end of the year with a visit to a local ice cream shop in downtown Summit.

Both programs (the WRA and Project SEARCH) celebrated the end of the school year with safe, indoor recognition ceremonies. The WRA held its ceremony on Monday, June 21st. All students were honored with certificates of participation, while those graduating from their local school districts received special recognition. The students, their families, and our staff enjoyed a socially distanced, outdoor lunch after the ceremony was completed. The Project SEARCH ceremony was held on Tuesday, June 22nd. All students were honored with certificates of completion and special gifts from our program and the leadership team at Overlook Medical Center. Additionally, Union County Commissioner Sergio Granados was on hand to present the interns with special recognition certificates on behalf of the County.

**Professional Development:**

Certified staff reflected on their year-long professional development plans (PDPS) and brainstormed possible ideas for next year’s PLCs and individual PDP plans.