

Mountain Lakes Board of Education

Bills And Claims Report By Vendor Name

1

va_bill5.032923
05/01/2025

Vendor # / Name	PO #	Account # / Description	Inv #	Check Type *	Check Description or Multi Remit To Check Name	Check #	Check Amount
Pending Payments							
ABLE SHRED BUSINESS PRODUCTS LLC/ 6913							
	25-0518	11-000-240-500-BC- - / SCH ADMIN-OTH SERVICE	6638	CF	SCH ADMIN-OTH SERVICE		35.00
ABS ENVIRONMENTAL SVCS, LLC/ 5299							
	25-1599	11-000-261-420-DW-0750 - / REQ MAINT-CLN/REPAIR/MNT	2025-191	CF	REQ MAINT-CLN/REPAIR/MNT		3,500.00
AC & R INC./ 4221							
	25-1726	60-910-310-500-DW- - / CAFE-OTHER SERVICES	34137	CF	CAFE-OTHER SERVICES		679.84
AC DAUGHTRY, INC/ 4813							
	25-0594	11-000-261-420-DW-0750 - / REQ MAINT-CLN/REPAIR/MNT	6397153	CF	REQ MAINT-CLN/REPAIR/MNT		124.32
ACCESS/ 6086							
	25-1719	11-000-251-500-AD- - / MISCELLANEOUS PURCHASED	11571613	CF	MISCELLANEOUS PURCHASED		1,438.46
ALUMINUM ATHLETIC EQUIPMENT/ 1098							
	25-1678	20-090-200-600-HS- - / LAKERS SPORTS CLUB-SUPPL	115074	CF	LAKERS SPORTS CLUB-SUPPL		3,027.40
AMC PRECISION GLASS, INC./ 4302							
	25-1725	11-000-261-420-DW-0750 - / REQ MAINT-CLN/REPAIR/MNT	7675	CF	REQ MAINT-CLN/REPAIR/MNT		325.00
	25-1730	11-000-261-420-DW-0750 - / REQ MAINT-CLN/REPAIR/MNT	7676	CF	REQ MAINT-CLN/REPAIR/MNT		550.00
						Total for AMC PRECISION GLASS, INC./ 4302	\$875.00
ARROW ELEVATOR INC./ 5261							
	25-0242	11-000-261-420-DW-0750 - / REQ MAINT-CLN/REPAIR/MNT	122797	CF	REQ MAINT-CLN/REPAIR/MNT		440.00
ATLANTIC COMMUNICATIONS/ 7882							
	25-0805	11-000-240-500-BC- - / SCH ADMIN-OTH SERVICE	22976	CF	SCH ADMIN-OTH SERVICE		148.00
	25-1722	11-000-263-420-DW-0720A- / GROUNDS-CLN/REPAIR/MNT	22996	CF	GROUNDS-CLN/REPAIR/MNT		769.00
						Total for ATLANTIC COMMUNICATIONS/ 7882	\$917.00
BARTKY HEALTHCARE CENTER/ 8916							
	25-1708	11-000-213-330-CS-0431A- / HEALTH-OTH PUR PROF SERV	04.28.25-Z.M.	CF	HEALTH-OTH PUR PROF SERV		1,600.00
BILDISCO MFG., INC./ 8292							
	25-1742	11-000-261-420-DW-0750 - / REQ MAINT-CLN/REPAIR/MNT	05.15.25TRAINI NGROOM	CF	REQ MAINT-CLN/REPAIR/MNT		2,333.00
CABLEVISION LIGHTPATH, INC./ 8745							
	25-1743	11-190-100-500-TD-0720C- / REG PROG UND-OTH SERVICE	101509055	CF	REG PROG UND-OTH SERVICE		4,650.95
CANON FINANCIAL SERVICES, INC/ 8659							
	25-0141	11-000-252-500-TD- - / IT-OTH PUR SERVICES	41135116	CF	IT-OTH PUR SERVICES		565.48

* CF -- Computer Full CP - Computer Partial HF - Hand Check Full HP - Hand Check Partial

Mountain Lakes Board of Education

Bills And Claims Report By Vendor Name

1

va_bill5.032923
05/01/2025

Vendor # / Name	PO #	Account # / Description	Inv #	Check Type *	Check Description or Multi Remit To Check Name	Check #	Check Amount
Pending Payments							
		11-190-100-440-TD- - -/ REG PROG UND-RENTALS	41135116	CF	REG PROG UND-RENTALS		1,709.66
Total for CANON FINANCIAL SERVICES, INC/ 8659							\$2,275.14
CAPITAL SUPPLY COMPANY/ 1252							
	25-1720	11-000-262-610-DW-0620C- -/ CUSTODIAL-SUPPLIES	828505	CF	CUSTODIAL-SUPPLIES		4,453.97
COLLEGE BOARD/ 4260							
	25-1731	11-000-218-600-HS-0250E-6 -/ GUIDANCE-SUPPLIES	P2510083061	CF	GUIDANCE-SUPPLIES		11.66
DAN BUCHANAN/ 9102							
	25-1693	11-190-100-500-HS- - -/ REG PROG UND-OTH SERVICE	ESTIMATE 153-154	CF	REG PROG UND-OTH SERVICE		350.00
EDUC SVCS COMM. MORRIS CNTY */ 2500							
	25-1718	11-000-213-330-CS-0431A- -/ HEALTH-OTH PUR PROF SERV	202501848	CF	HEALTH-OTH PUR PROF SERV		678.00
EDUCERE LLC/ 7935							
	25-1748	11-150-100-320-CS-1101A- -/ HOME INSTR-PUR PROF SERV	MOUNTLK2401	CF	HOME INSTR-PUR PROF SERV		3,044.00
FOGARTY & HARA, ESQS./ 8927							
	25-0748	11-000-230-331-AD-0120B- -/ GEN ADMIN-LEGAL	APRIL25-SERVI CES-FH	CF	GEN ADMIN-LEGAL		13,830.00
GENSERVE, LLC/ 5696							
	25-0598	11-000-261-420-DW-0750 - -/ REQ MAINT-CLN/REPAIR/MNT	0517172	CF	REQ MAINT-CLN/REPAIR/MNT		319.35
HEATHER LYN BLACKWELL LONG/ 8994							
	25-1713	11-000-213-330-LR-0430A- -/ HEALTH-OTH PUR PROF SERV	MAY25-SERVIC ES	CF	HEALTH-OTH PUR PROF SERV		12,627.75
HOME DEPOT USA, INC/ 2059							
	25-1512	11-000-261-610-DW-0730B- -/ REQ MAINT-SUPPLIES	MAY25-HOMED EPOT	CF	REQ MAINT-SUPPLIES		462.43
IRON MOUNTAIN MECHANICAL, LLC/ 9476							
	25-1736	30-004-410-450-DW- - -/ MLHS AUD HVAC UPGRADE	PAYMENT #6	CF	MLHS AUD HVAC UPGRADE		41,676.39
JCP&L/ 2181							
	25-0657	11-000-262-622-BC-0640B- -/ CUSTODIAL-ELECTRICITY	APRIL25-JCPL	CF	CUSTODIAL-ELECTRICITY		600.00
		11-000-262-622-HS-0640B- -/ CUSTODIAL-ELECTRICITY	APRIL25-JCPL	CF	CUSTODIAL-ELECTRICITY		2,000.00
		11-000-262-622-LR-0640B- -/ CUSTODIAL-ELECTRICITY	APRIL25-JCPL	CF	CUSTODIAL-ELECTRICITY		1,858.57
		11-000-262-622-WW-0640B- -/ CUSTODIAL-ELECTRICITY	APRIL25-JCPL	CF	CUSTODIAL-ELECTRICITY		1,678.04
Total for JCP&L/ 2181							\$6,136.61

* CF -- Computer Full CP - Computer Partial HF - Hand Check Full HP - Hand Check Partial

Mountain Lakes Board of Education

Bills And Claims Report By Vendor Name

1

va_bill5.032923
05/01/2025

Vendor # / Name	PO #	Account # / Description	Inv #	Check Type *	Check Description or Multi Remit To Check Name	Check #	Check Amount
Pending Payments							
JOHN T. BIRCHENOUGH IV/ 9308							
	25-1462	11-000-252-340-TD- - / IT-OTH PUR TECH SERVICES	0211	CF	IT-OTH PUR TECH SERVICES		1,400.00
JOHNSON CONTROLS FIRE PROTECTION LP/ 5039							
	25-1723	11-000-261-420-DW-0750 - / REQ MAINT-CLN/REPAIR/MNT	52922477	CF	REQ MAINT-CLN/REPAIR/MNT		1,020.84
JOHNSTONE SUPPLY/ 8743							
	25-0449	11-000-261-610-DW-0730B- / REQ MAINT-SUPPLIES	S6525620.001	CF	REQ MAINT-SUPPLIES		198.28
KAREN J NOBLE/ 9212							
	25-1712	11-000-213-330-LR-0430A- / HEALTH-OTH PUR PROF SERV EVALUATION	2425-28	CF	HEALTH-OTH PUR PROF SERV		924.14
MCASA TREASURER/ 5728							
	25-1715	11-000-218-890-HS-0250D-BD-/ GUIDANCE-OTH OBJECTS	06.03.25-DINNE R	CF	GUIDANCE-OTH OBJECTS		675.00
MOORE CONTROL EXTERMINATING CO/ 9052							
	25-0410	11-000-263-420-DW-0720A- / GROUNDS-CLN/REPAIR/MNT	MAY2025-INVO	CF	GROUNDS-CLN/REPAIR/MNT		258.49
MORRIS COUNTY HARDWARE & PAINT/ 1123							
	25-1268	11-000-261-610-DW-0730B- / REQ MAINT-SUPPLIES	MAY2025-INVOICES	CF	REQ MAINT-SUPPLIES		364.89
MOUNTAIN LAKES BD-CAFE ACCT/ 7019							
	25-0927	11-190-100-610-HS-0240A-F / REG PROG UND-SUPPLIES	574-4703-4711-4723	CF	REG PROG UND-SUPPLIES		466.92
	25-1734	13-424-100-610-WW- - / BEFORE/AFTER PROG SUPPLI	574-4718	CF	BEFORE/AFTER PROG SUPPLI		487.75
	25-1732	11-000-240-500-HS- - / SCH ADMIN-OTH SERVICE	574-4722	CF	SCH ADMIN-OTH SERVICE		63.00
	25-1664	11-000-240-610-HS-0250D-BA-/ SCH ADMIN-SUPPLIES	574-4720	CF	SCH ADMIN-SUPPLIES		1,862.45
	25-0927	11-190-100-610-HS-0240A-F / REG PROG UND-SUPPLIES	574-4723-OPEN BALANCE	CF	REG PROG UND-SUPPLIES		17.99
Total for MOUNTAIN LAKES BD-CAFE ACCT/ 7019							\$2,898.11
N.J. SCHOOL BOARDS ASSOCIATION/ 2702							
	25-1676	11-000-230-895-AD-0130A- / GEN ADMIN-BOE OTH OBJECT	REGISTRATIO N25MEMBER	CF	GEN ADMIN-BOE OTH OBJECT		2,200.00
NAETI SERVICES, LLC/ 9277							

* CF -- Computer Full CP - Computer Partial HF - Hand Check Full HP - Hand Check Partial

Mountain Lakes Board of Education

Bills And Claims Report By Vendor Name

1

va_bill5.032923
05/01/2025

Vendor # / Name	PO #	Account # / Description	Inv #	Check Type *	Check Description or Multi Remit To Check Name	Check #	Check Amount
Pending Payments							
	24-0862	11-000-262-890-DW-0660A-14- / CUSTODIAL-OTHER OBJECTS	1680	CF	CUSTODIAL-OTHER OBJECTS		4,025.00
NORTON SEWER & DRAIN INC/ 6744							
	25-1721	11-000-261-420-DW-0750 - - / REQ MAINT-CLN/REPAIR/MNT	15776	CF	REQ MAINT-CLN/REPAIR/MNT		175.00
OFFICE DEPOT/ 6467							
	25-1559	11-190-100-610-HS-0240A-F - / REG PROG UND-SUPPLIES	419281161001	CF	REG PROG UND-SUPPLIES		14.76
		11-190-100-610-HS-0240A-F - / REG PROG UND-SUPPLIES	419287993001	CF	REG PROG UND-SUPPLIES		272.72
		11-190-100-610-HS-0240A-F - / REG PROG UND-SUPPLIES	419292604001	CF	REG PROG UND-SUPPLIES		59.16
Total for OFFICE DEPOT/ 6467							\$346.64
PATRICIA FILIACI/ 9290							
	25-0484	11-000-213-330-LR-0430A- - / HEALTH-OTH PUR PROF SERV	2425-27	CF	HEALTH-OTH PUR PROF SERV		700.00
PDM GROUP/ 7934							
	25-0284	11-000-261-420-DW-0750 - - / REQ MAINT-CLN/REPAIR/MNT	4950	CF	REQ MAINT-CLN/REPAIR/MNT		4,000.00
	25-0285	11-000-261-420-DW-0750 - - / REQ MAINT-CLN/REPAIR/MNT	4893	CF	REQ MAINT-CLN/REPAIR/MNT		9,154.50
Total for PDM GROUP/ 7934							\$13,154.50
POMPTONIAN FOOD SERVICE/ 6640							
	25-0952	60-910-310-870-DW-000 - - / CAFE-COST OF SALES	574-051625	CF	CAFE-COST OF SALES		29,597.75
		60-910-310-870-DW-000 - - / CAFE-COST OF SALES	574-052325	CF	CAFE-COST OF SALES		12,546.45
		60-910-310-870-DW-000 - - / CAFE-COST OF SALES	574-053025	CF	CAFE-COST OF SALES		21,936.85
Total for POMPTONIAN FOOD SERVICE/ 6640							\$64,081.05
READY REFRESH BY NESTLE/ BLUE TRITON BRANDS INC./ 2881							
	25-0493	11-000-251-500-AD- - - / MISCELLANEOUS PURCHASED	35D0015629652	CF	MISCELLANEOUS PURCHASED		86.34
	25-0673	11-190-100-500-HS- - - / REG PROG UND-OTH SERVICE	25D0014813828	CF	REG PROG UND-OTH SERVICE		80.14
	25-0392	11-000-240-500-BC- - - / SCH ADMIN-OTH SERVICE	35D0015576978	CF	SCH ADMIN-OTH SERVICE		108.41
	25-0493	11-000-251-500-AD- - - / MISCELLANEOUS PURCHASED	0015629652-3/6	CF	MISCELLANEOUS PURCHASED		86.34
			/25				
Total for READY REFRESH BY NESTLE/ BLUE TRITON BRANDS INC./ 2881							\$361.23
SCOLES FLOORSHINE INDUSTRIES, LLC/ 9073							
	25-1591	11-000-262-610-DW-0620C- - / CUSTODIAL-SUPPLIES	461992	CF	CUSTODIAL-SUPPLIES		244.75
SILVERGATE PREP/ 8445							

* CF -- Computer Full CP - Computer Partial HF - Hand Check Full HP - Hand Check Partial

Mountain Lakes Board of Education

Bills And Claims Report By Vendor Name

1

va_bill5.032923
05/01/2025

Vendor # / Name	PO #	Account # / Description	Inv #	Check Type *	Check Description or Multi Remit To Check Name	Check #	Check Amount
Pending Payments							
	25-1711	11-150-100-320-CS-1101A- / HOME INSTR-PUR PROF SERV	53503	CF	HOME INSTR-PUR PROF SERV		220.00
STAPLES BUSINESS CREDIT/ 7945							
	25-1714	11-000-240-610-LR-0250E- / SCH ADMIN-SUPPLIES	6031955762	CF	SCH ADMIN-SUPPLIES		29.97
	25-1709	11-000-240-610-HS-0250A- / SCH ADMIN-SUPPLIES	6032368684	CF	SCH ADMIN-SUPPLIES		100.34
Total for STAPLES BUSINESS CREDIT/ 7945							\$130.31
SUNRISE SHOPRITE OF PARSIPPANY, LLC/ 9504							
	25-0974	11-190-100-610-HS-0240A-F / REG PROG UND-SUPPLIES	MAY9-MAY13-2 025	CF	REG PROG UND-SUPPLIES		341.44
T-MOBILE/ 9239							
	25-0139	11-190-100-500-TD-0720C- / REG PROG UND-OTH SERVICE	04-21TO05-20 PHONE	CF	REG PROG UND-OTH SERVICE		60.00
TEACHER/ 3320							
	25-1702	11-000-223-580-HS-0250B- / INSTR TRAIN-TRAVEL	NJAPHERD-RE IMBJ.S.	CF	JENNIFER SUAREZ		92.60
	25-0500	11-219-100-580-LI-0250 - / SP ED HOME INSTR-TRAVEL	MILEAGE-APRI L25-MP	CF	MEREDITH PERKINS		141.14
	25-1348	11-219-100-530-LI-0641 - / SP ED HOME INSTR-COMMUNI	PHONE.APRIL2 5-M.P	CF	MEREDITH PERKINS		40.00
	25-0498	11-219-100-580-LI-0250 - / SP ED HOME INSTR-TRAVEL	MILEAGE-APRI L25-M.G.	CF	MARIA GONZALEZ		159.80
	25-1456	11-219-100-580-LI-0250 - / SP ED HOME INSTR-TRAVEL	MILEAGE.MAY 25.AS	CF	AMBER SPRENGER		25.05
	25-1450	11-219-100-580-LI-0250 - / SP ED HOME INSTR-TRAVEL	MAY25-MILIEA GE B.K	CF	BARRY KESSLER		32.76
	25-1453	11-219-100-580-LI-0250 - / SP ED HOME INSTR-TRAVEL	MAY25-MILEAG E EP	CF	ELISE PASTOR		32.76
	25-0500	11-219-100-580-LI-0250 - / SP ED HOME INSTR-TRAVEL	MAY25-MILEAG E-MP	CF	MEREDITH PERKINS		159.85
	25-1348	11-219-100-530-LI-0641 - / SP ED HOME INSTR-COMMUNI	MAY25-PHONE REIMB-MP	CF	MEREDITH PERKINS		40.00
	25-1349	11-219-100-530-LI-0641 - / SP ED HOME INSTR-COMMUNI	MAY25-PHONE REIMB-AP	CF	ALANA POLANCO		40.00
	25-1451	11-219-100-580-LI-0250 - / SP ED HOME INSTR-TRAVEL	MAY25-MILEAG E-MM	CF	MARIA MORES		4.37

* CF -- Computer Full CP - Computer Partial HF - Hand Check Full HP - Hand Check Partial

Mountain Lakes Board of Education

Bills And Claims Report By Vendor Name

1

va_bill5.032923
05/01/2025

Vendor # / Name	PO #	Account # / Description	Inv #	Check Type *	Check Description or Multi Remit To Check Name	Check #	Check Amount
Pending Payments							
	25-1457	11-219-100-580-LI-0250 - - / SP ED HOME INSTR-TRAVEL			MAY25-MILEAG CF OWEN WEISS E-OW		19.27
	25-0499	11-219-100-580-LI-0250 - - / SP ED HOME INSTR-TRAVEL			APR-MAY25 CF KELLY ORAVEC MILEAGE		404.20
	25-1347	11-219-100-530-LI-0641 - - / SP ED HOME INSTR-COMMUNI			MAY25-PHONE CF KELLY ORAVEC REIMB		40.00
	25-1345	11-219-100-530-LI-0641 - - / SP ED HOME INSTR-COMMUNI			MAY25-PHONE CF JENNIFER BECHT REIMB-JB		40.00
	25-1454	11-219-100-580-LI-0250 - - / SP ED HOME INSTR-TRAVEL			MAY25-MILEAG CF DEANNA PERRY E-DP		42.39
Total for TEACHER/ 3320							\$1,314.19
THE BALLOON BOSS/ 9357							
	25-1670	11-000-240-610-HS-0250A- - / SCH ADMIN-SUPPLIES	11796	CF	SCH ADMIN-SUPPLIES		313.00
	25-1612	11-000-240-610-HS-0250D-BA- / SCH ADMIN-SUPPLIES	11797	CF	SCH ADMIN-SUPPLIES		217.00
Total for THE BALLOON BOSS/ 9357							\$530.00
THEATRICAL RIGHTS WORLWIDE/ 9550							
	25-1728	13-423-100-610-SA- - - / ACADEMY SUPPLIES	SO-0084786	CF	ACADEMY SUPPLIES		1,860.00
TIOGA SOLAR MORRIS COUNTY 1, LLC/ 8054							
	25-0494	11-000-262-622-HS-0640B- - / CUSTODIAL-ELECTRICITY	2025-05	CF	CUSTODIAL-ELECTRICITY		588.36
UNITED FIRE PROTECTION CORP./ 6912							
	25-1750	11-000-261-420-DW-0750 - - / REQ MAINT-CLN/REPAIR/MNT	286739	CF	REQ MAINT-CLN/REPAIR/MNT		1,035.00
UNITY CHARTER SCHOOL/ 8947							
	25-0827	10-000-100-560- - - / CHARTER SCHOOLS	JUNE2025- UNITY	CF	CHARTER SCHOOLS		3,087.00
W.B. MASON CO., INC./ 6480							
	25-1727	11-000-240-610-BC-0250A- - / SCH ADMIN-SUPPLIES	254376729	CF	SCH ADMIN-SUPPLIES		533.80
Total for Pending Payments							\$208,214.29

* CF -- Computer Full CP - Computer Partial HF - Hand Check Full HP - Hand Check Partial

Stale Outstanding Student Activity Checks

5

	Date Issued	Check #	Amount	School
	DISTRICT			
1	6/6/2022	5035	\$727.00	MLHS
2	11/8/2022	5268	\$39.90	MLHS
3	12/5/2023	583	\$85.00	MLHS
4	11/28/22	1130	\$850.00	LD
	IVY H/WW/BC			
5	1/31/18	1147	\$100.00	BC
6	3/13/18	1160	1160	BC
7	4/27/20	1472	\$126.00	BC
8	4/27/20	1479	\$126.00	BC
9	4/28/20	1519	\$126.00	BC
10	5/6/20	1555	\$100.00	BC
11	5/6/20	1561	\$100.00	BC
12	5/8/20	1602	\$595.00	BC
13	5/11/20	1617	\$572.00	BC
14	3/5/21	1688	\$45.00	BC
15	11/1/21	1710	\$150.00	BC
16	11/29/22	1810	\$126.50	BC
17	5/12/23	1883	\$30.00	BC
19	12/4/23	1911	\$60.00	BC
18	6/12/24	1994	\$45.00	BC
20	6/12/24	1997	\$180.00	BC

Mrs. Alexandra Questa

Special Education Teacher
Orton Gillingham Certified

Versatile Special Education Teacher with 11 years of experience, seeking to contribute my expertise in literacy instruction and differentiated teaching techniques to a dynamic educational team. Orton-Gillingham certified, with a focus on evidence-based approaches to support students with dyslexia and other learning disabilities. Empathetic and accommodating in design, catering to diverse abilities. Proficient in employing constant communication, patience, and positive reinforcement in team efforts to deliver exceptional education tools, fostering academic achievement.

Experience

MIDDLE SCHOOL SPECIAL EDUCATION TEACHER

North Haledon School District | 2014-Present

- 11 years of experience teaching between multiple grade levels and multiple classroom settings that align with Student Learning Standards
- 10 years of implementing multi-sensory Orton-Gillingham methodology in the self-contained and resource classroom setting, focusing on phonemic awareness, fluency, vocabulary, and comprehension
- Daily collaboration with general education teachers, Child Study Team, and special education teachers to modify general education curriculum for special-needs students using various instructional techniques and technologies
- 11 years of developing and implementing IEPs to define student learning objectives and educational strategies based on student driven data, in addition to applying instructional knowledge and methods to support goals
- 11 years of cultivating connections and strong student rapport to foster classroom engagement, in addition to recording student progress to inform parents and school administration
- Provided professional development for colleagues on special education strategies and literacy interventions.
- 5 years as PEP co-chair of the North Haledon Education Association that encourages teacher involvement in community events
- 1 year of facilitating an after school newspaper club for students in grades 5-8
- Yearly documented growth in student data
- Implementation of iReady, Gimkit, Kahoot, Blooket, Nearpod, and Google Suite for Education
- Continuing to foster positive parent communication for open lines

CERTIFICATIONS

- Teacher of Students with Disabilities K-6 Standard Certificate
- Elementary School Teacher Grades K-6 Standard Certificate
- IMSE Comprehensive Orton-Gillingham Certification
- Completion of Intermediate Orton-Gillingham Training

Education

CALDWELL UNIVERSITY 2008-2013

Bachelor of Arts: Elementary Education

- Major: Teacher of Students with Disabilities
- Dual Major: English with Middle School Teaching Endorsement
- Honors: cum laude (GPA 3.54/4.0)
- Member of the women's soccer team from 2008-2012

ORTON GILLINGHAM CERTIFICATION

- 30 hour Comprehensive IMSE Orton-Gillingham Training August 2016
- 150 hour Comprehensive Training and supervised practicing October 2017
- 30 hour Intermediate IMSE Orton-Gillingham Training June 2020

Experience Continued

LEAVE REPLACEMENT BSI TEACHER

Kinnelon School District | March 2014-June 2014

LEAVE REPLACEMENT BSI TEACHER

Community Charter School of Paterson | 2013-2014

Skills

Orton-Gillingham Methodology

Conflict Resolution

Public Speaking

Strong Time Management

Strong Work Ethic

Classroom Management

Data-Driven Decision Making

Communication

Differentiated Instruction

IEP Development and Implementation

Briarcliff School

BC

Mountain Lakes, New Jersey
Course of Studies
2025 - 2026



Mr. Erik Carlson
Principal
973-334-0342

Mrs. Marissa Fleming
School Counselor
973-334-8716

Fax: 973-334-6857

Website: <https://bc.mlschools.org/>

Table of Contents

ENGLISH LANGUAGE ARTS	3
MATHEMATICS	5
SOCIAL STUDIES	9
SCIENCE	11
WORLD LANGUAGES	12
STRATEGIES INTERVENTION	14
SPECIAL EDUCATION	16
PHYSICAL EDUCATION	16
ALLIED	17
PERIOD 9 OVERVIEW	22
ELECTIVES	23
MATH PLACEMENT	25

ENGLISH LANGUAGE ARTS

LANGUAGE ARTS (READING) - Grade Six

The primary function of the sixth grade reading program is to provide a classroom climate of learning opportunities that will enable students to become more competent, confident and joyful learners. Literary materials such as novels, biographies, interviews, short stories, poems, magazines, newspapers, and each other's writing are provided. Comparisons, predictions, connections, and critical and creative thinking become familiar to students through literary analysis.

Students ask questions, discuss with each other in both small and large groups, value their responses, respect others interpretations, explore values, prepare and share written responses, and in the process, become critical readers and thinkers.

LANGUAGE ARTS (WRITING) - Grade Six

The sixth grade English Program is designed to promote student competence in the areas of writing, including grammar, syntax, spelling, mechanics, as well as style and writing as an art form; speaking and listening, including formal speeches and individual and group presentations; and research, including projects and inquiry based reports. Students are engaged in many projects throughout the year that promote skills in planning, organizing, researching, analyzing and evaluating. The approach for delivering instruction is based on the philosophy that education is most effective when students are engaged in meaningful activities in which they can develop skills in English while enjoying themselves. The daily activities and projects give the child the experience and skills for a sound educational foundation in the Language Arts.

LANGUAGE ARTS - Grade Seven

The seventh grade Language Arts course utilizes the research-proven structures of best practice teaching. These include but are not limited to small group activities, reading as thinking, representing to learn, classroom workshops, authentic experiences, and reflective assessment, all integrated into thematic units. Through the use of whole books, primary sources, and digital materials, students use hands-on learning to develop higher-order thinking skills through a deep study of a smaller number of topics. By teaching the students to connect new concepts with existing understanding, the students

respond actively to explore and acquire new information so as to best shape it into meaningful knowledge.

LANGUAGE ARTS - Grade Eight

The eighth grade Language Arts program is designed to help students further develop and strengthen skills in several areas, including: reading literature and informational texts, writing for various purposes and audiences, speaking and listening and language skills. The course is designed around thematic units that contain varied genres and assignments to engage the students in the learning process. Through class work, short-term assignments and long-term projects, students are actively involved in their education and are self-directed learners. To ensure that students are exposed to a wide variety of texts, students explore novels, short stories, poetry and dramas, as well as informational texts such as news articles, journals and essays. These works cover issues that transcend time and place and connect directly to the lives of the students.

Writing stems from the ideas in these works. Students write routinely over short and extended time frames for varied purposes – to persuade, inform and narrate. Mastery of specific skills is associated with each type of writing. Peer-editing, one-on-one teacher conferences, self-reflection and portfolio building are all parts of the writing process. A final writing assessment occurs through a research project that culminates in an MLA style research paper.

The use of technology is employed to produce writing that demonstrates a command of grade-appropriate language skills. Language skills are strengthened through extensive vocabulary assignments, also stemming from the texts. In addition to defining the vocabulary words, students show mastery of definitions by using these words in their own writing assignments. A student-centered approach discussion of the literature allows students to be active participants in the learning process. Students work creatively and collaboratively with their peers to engage in small group and whole class discussions, research projects and group presentations. With a strong emphasis on reading, writing, speaking and listening, and language skills throughout the year, students are well prepared to enter high school.

MATHEMATICS

MATHEMATICS - Grade Six

The Math 6 course aligns with the New Jersey Student Learning Standards (NJSLS), building upon the knowledge gained in previous grades. This course is designed to make math relevant and rigorous for every child. Students will engage in meaningful learning experiences that enhance their ability to apply procedures efficiently, flexibly, and accurately. Additionally, they will learn to transfer these procedures to real-world problems and contexts. Teachers will differentiate the level of rigor in this course according to individual student needs.

The Grade 6 Math curriculum covers a diverse range of topics. Students will acquire a solid understanding of ratio concepts and apply ratio reasoning to solve problems. Expanding on their prior knowledge, students will interpret and calculate quotients of fractions, tackling word problems involving the division of fractions by fractions. They will also engage in dividing multi-digit numbers and performing operations with multi-digit decimals, including addition, subtraction, multiplication, and division using the standard algorithm.

Additionally, the curriculum covers the identification of common factors and multiples, extending numerical understanding to the system of rational numbers. Students will further apply and extend arithmetic principles to algebraic expressions, developing the skills to reason about and solve one-variable equations and inequalities. They will also learn to represent and analyze quantitative relationships between dependent and independent variables. Real-world applications will be explored, including areas such as surface area and volume. Moreover, students will delve into statistical concepts, fostering an understanding of variability and gaining proficiency in summarizing and describing distributions. Throughout the course, there will be a consistent emphasis on mathematical reasoning, mathematical modeling, as well as problem-solving in real-world settings.

MATHEMATICS - Grade Seven

Math 7

Math 7 aligns with the New Jersey Student Learning Standards (NJSLS), building upon the knowledge gained in previous grades. This course is designed to make math relevant and rigorous for every child. Students will engage in meaningful learning experiences that enhance their ability to apply procedures efficiently, flexibly, and accurately.

Additionally, they will learn to transfer these procedures to real-world problems and contexts. Teachers will differentiate the level of rigor in this course according to individual student needs.

The Math 7 curriculum covers a broad array of topics, including the analysis of proportional relationships for solving both real-world and mathematical problems. It extends the application of prior knowledge on operations with fractions to encompass the addition, subtraction, multiplication, and division of rational numbers. Students will leverage properties of operations to create equivalent expressions and address practical challenges through numerical and algebraic expressions and equations. They will also engage in drawing, constructing, and describing geometrical figures, elucidating the relationships between them. Problem-solving extends to real-life and mathematical scenarios, incorporating angle measurement, area, surface area, and volume. The curriculum introduces the use of random sampling for making inferences about populations and encourages informal comparative inferences between two populations. Additionally, students will explore chance processes and develop, apply, and assess probability models. Throughout this course, emphasis will be placed on mathematical reasoning, mathematical modeling, as well as problem-solving in real-world settings.

Math 7 Accelerated

Math 7 Accelerated covers the same New Jersey Student Learning Standards (NJSLs) and topics that are taught in Math 7. However, this course advances at an accelerated pace, presenting students with more challenging coursework. Furthermore, this course serves as preparation for accelerated entry into Algebra 1 in the 8th grade. Students enrolled will not only cover the grade 7 NJSLs but will also extend their knowledge to delve into crucial algebraic topics related to the number system, expressions, and equations, thereby laying a foundation for the study of Algebra. Throughout this course, emphasis will be placed on mathematical reasoning, mathematical modeling, as well as problem-solving in real-world settings.

MATHEMATICS - Grade Eight

Math 8

Math 8 aligns with the New Jersey Student Learning Standards (NJSLs), building upon the knowledge gained in previous grades. This course is designed to make math relevant and rigorous for every child. Students will engage in meaningful learning experiences that enhance their ability to apply procedures efficiently, flexibly, and accurately.

Additionally, they will learn to transfer these procedures to real-world problems and contexts. Teachers will differentiate the level of rigor in this course according to individual student needs.

The Math 8 curriculum covers various topics. Students will delve into the number system, recognizing the existence of non-rational numbers and approximating them through rational numbers. They will gain an understanding of the properties of both rational and irrational numbers, working with radicals and integer exponents. There is also a focus on the interconnections between proportional relationships, lines, and linear equations. Students will analyze and solve linear equations, including pairs of simultaneous linear equations. Additionally, they will define, evaluate, and compare functions, utilizing functions to model relationships between quantities.

The course also extends into the realm of geometry, where students will grasp concepts of congruence and similarity using physical models, transparencies, or geometry software. Students will learn and apply the Pythagorean Theorem. Real-world and mathematical problem-solving will involve applications of these mathematical principles, particularly in determining the volume of cylinders, cones, and spheres. Statistics and probability topics include the exploration of patterns of association in bivariate data, adding a statistical dimension to the comprehensive understanding of mathematical concepts. Throughout this course, emphasis will be placed on mathematical reasoning, mathematical modeling, as well as problem-solving in real-world settings.

Algebra 1

This traditional high school Algebra 1 course is open to students who have completed Math 7 Accelerated, as well as a small cohort of extremely high-achieving math students who qualified to skip Math 7 Accelerated.

Algebra 1 will prepare students with a solid algebraic foundation necessary for advanced mathematics courses. Students will explore the properties of the real number system and rational numbers, along with their relationships. Topics include the arithmetic of polynomials, rewriting expressions, solving systems of equations, as well as solving and representing equations and inequalities graphically. Additionally, students will study linear and quadratic functions and engage in a foundational exploration of exponential functions. The foundations of statistics, such as interpreting categorical and quantitative data, and linear models, will also be investigated. Throughout this course, emphasis will be placed on mathematical reasoning, mathematical modeling, as well as problem-solving in real-world settings.

Geometry

This traditional high school Geometry course is open to grade 8 students who have completed Algebra 1. The course emphasizes topics inherent to the Euclidean plane and solid geometry, with a focus on using deductive reasoning and proofs to develop a conceptual understanding of geometric properties. Topics include similarity and congruence, the transformation of such figures, angle relationships, perpendicular lines, parallel lines, properties of triangles, other polygons, and circles, as well as exercises involving constructions and loci. Coordinate geometry will be developed and applied algebraically. Students will study applications in the area of 2-dimensional shapes, as well as the surface area and volume of 3-dimensional figures. Foundational trigonometry will also be explored. Throughout this course, emphasis will be placed on mathematical reasoning, mathematical modeling, and problem-solving in real-world settings.

SOCIAL STUDIES

SOCIAL STUDIES - Grade Six

The sixth grade Social Studies curriculum continues the focus of American history that began at Wildwood. Students will continue their exploration of U. S. history from the Constitutional Convention to Reconstruction (1787- 1877). During the second half of the year, the students will focus on civics education to ensure students see themselves as active citizens. The chronology of events, which occurred in the United States, is examined through a thematic approach. The concepts of society, politics, economy, industry and technology, as well as American ideals, will be traced throughout these time periods. Students will come to recognize these themes, their interplay and their impact on life in America. In the 6th grade Social Studies Curriculum students will develop skills in research and organization, geography, and historical analysis.

SOCIAL STUDIES - Grade Seven

Students explore the history of mankind from its earliest beginnings through the ancient civilizations that had a great impact upon the Western World. Special emphasis is placed on examining how the ancient civilizations of Mesopotamia, Egypt, Israel, Greece and Rome have impacted our culture and lives today. Historical content is combined with the practice of important Social Studies skills such as map reading, timeline construction, historical research, non-fiction reading and note-taking, persuasive writing and public speaking. This is the first of a two-part sequence continued in the eighth grade.

SOCIAL STUDIES - Grade Eight

The eighth grade Social Studies program constitutes the culmination of the three-year sequence of study for the middle school. Students will learn about how the world changed after the collapse of the Roman Empire exploring civilizations and cultures from around the globe between the 5th and 18th centuries CE. They will be introduced to the development of countries, governments, language, and culture while delving deeper into how the changes they wrought continue to affect our modern world. In addition, students will learn about how the Age of Exploration and colonization continues to impact our present. While covering these groups and their interactions with one another, we will

consider multiple perspectives, value diversity and promote cultural understanding.

SCIENCE

SCIENCE - Grade Six

The sixth grade introductory Earth Science program focuses on five basic units of study: The Metric System, Earth in Space, Meteorology, Oceanography, and Geology. Students are engaged in labs, and problem-solving activities (both indoor and out), including STEM projects.

The major goal of science in grade six is to nurture in the student an appreciation and enthusiasm for science. It shows students how earth science is incorporated into their everyday life and how ethical decision-making relates to the health of the planet.

SCIENCE - Grade Seven

The Life Science curriculum in grade seven introduces students to basic biological concepts using a “hand-on” approach. The year begins with an introduction to the scientific method, the development of controlled experiments, and metric measurement. Once these are mastered, the students discover what it really means to be “alive” by identifying the characteristics and needs of living things.

A unit on the use of the microscope allows the students’ understanding of life to move to the cellular level by studying the function of the organelles and the many processes cells must perform to keep an organism functioning. These include diffusion, osmosis, photosynthesis, cellular respirations, DNA replication, protein synthesis, mitosis, and meiosis. Basic genetics, heredity, mutations, natural selection, survival of the fittest, and evolution are taught to explain the development of and diversity among the species. The remainder of the year is spent exploring how organisms are classified and named and the characteristics that place them into particular taxonomic groups.

PHYSICAL SCIENCE - Grade Eight

Eighth grade Physical Science is an introductory course in chemistry, physics, and energy designed to provide students with a basis for further study in the high school science courses, as well as having practical applications to the student’s everyday life. Included are student activities, laboratory experiments, demonstrations, and many opportunities for written and oral expression, application of math skills, note-taking, test-taking, and media-based research.

WORLD LANGUAGES

INTRODUCTION TO LANGUAGE & CULTURE: FRENCH OR SPANISH - Grade Six

This course is designed for all students in the 6th grade as a survey in the World Languages discipline, specifically French or Spanish. The class is structured as a thirty-five day classroom experience whose goal is to expose students to the various cultural and linguistic topics that they will explore in further detail as they move forward into full-year World Language study in the 7th and 8th grades. In addition, the course will include activities that foster the goals of the district's former and current Long Range Education Plans, including our 21st Century Skills initiative.

Students entering 6th grade will have had world language instruction at Wildwood Elementary School. Wildwood's program provides their students with a full year of study in each language, allowing them to compare and make an informed decision at the end of 5th grade. Briarcliff's 6th grade World Language Course will allow students to build on their previous knowledge and empower them to make a decision in the choice of world language study going into the 7th and 8th grades.

SPANISH I - Grade Seven

Spanish Ia (grade 7) is presented as the first part of a two-year alternative curriculum to the comparable one-year curriculum offered at the high school level. Although the topics of both curricula vary little, the Spanish Ia (grade 7) course employs a style of presentation geared to the middle school student. There is more emphasis on oral communication, and less on written communication. There is also less emphasis on grammar. The course is organized in manageable increments using an on-line textbook and aims to develop linguistic proficiency, cultural awareness and study/time management skills. Achievable functional objectives are attained using a variety of instructional techniques, activities and technology. Basic study skills such as note taking, organization and time management will be covered. Evaluation of students' performance will include various assessment strategies such as quizzes, group projects and graded assignments.

FRENCH Ia - Grade Seven

French Ia (grade 7) is presented as the first part of a two-year alternative curriculum to the comparable one-year curriculum offered at the high school level. Although the topics of both curricula vary little, the French Ia (grade 7) course employs a style of presentation geared to the middle school student. There is more emphasis on oral communication, and less on written communication. There is also less emphasis on grammar. The course is organized in manageable increments using an on-line textbook and aims to develop linguistic proficiency, cultural awareness and study/time management skills. Achievable functional objectives are attained using a variety of instructional techniques, activities and technology. Basic study skills such as note taking, organization and time management will be covered. Evaluation of students' performance will include various assessment strategies such as quizzes, group projects and graded assignments.

SPANISH Ib - Grade Eight

Spanish Ib (grade 8) is presented as the second part of the two-year alternative curriculum to the comparable one-year curriculum offered at the high school level. Although the topics of both curricula vary little, the Spanish Ib (grade 8) course employs a style of presentation geared to the middle school student. There is more emphasis on oral communication, and less on written communication. There is also less emphasis on grammar. This course is organized in manageable increments with an aim to develop linguistic proficiency, cultural awareness and study skills. Achievable functional objectives are attained using a variety of instructional techniques, activities and technology. Basic study skills such as note taking, organization and test taking will be covered. Evaluation of students' performance will include various types of assessment strategies such as tests, quizzes, class participation, and homework and group projects.

FRENCH Ib - Grade Eight

French Ib (grade 8) is presented as the second part of the two-year alternative curriculum to the comparable one-year curriculum offered at the high school level. Although the topics of both curricula vary little, the French Ib (grade 8) course employs a style of presentation geared to the middle school student. There is more emphasis on oral communication, and less on written communication. There is also less emphasis on grammar. This course is organized in manageable increments with an aim to develop linguistic proficiency, cultural awareness and study skills. Achievable functional objectives are

attained using a variety of instructional techniques, activities and technology. Basic study skills such as note taking, organization and test taking will be covered. Evaluation of students' performance will include various types of assessment strategies such as tests, quizzes, class participation, and homework and group projects.

STRATEGIES INTERVENTION

STRATEGIES INTERVENTION - Grades Six, Seven, & Eight

The Strategies Intervention Program provides targeted academic and study skills support for students who require reinforcement. Eligibility is determined through standardized test data, classroom observations, teacher or parent recommendations, or as part of a formal intervention plan. Depending on their needs, students may receive instruction one to three periods per week during Physical Education, Allied Classes, or Reinforcement time. Interventions focus on addressing specific areas of weakness and reinforcing grade-level skills aligned with the curriculum. Collaboration with content area teachers ensures students develop effective strategies to support their academic success.

SPECIAL EDUCATION

SPECIAL EDUCATION - Grades Six, Seven, Eight

Teachers in the Special Education Department work to meet the needs of each individual student, by following the guidelines set forth in each Individualized Education Program (IEP). Most Special Education teachers are assigned to various subject areas and provide In-Class Support. Most Special Education students are scheduled for Supplemental periods throughout the week where they are taught important skills necessary to help them manage the demands of their curriculum.

PHYSICAL EDUCATION

PHYSICAL EDUCATION & LEADERSHIP DEVELOPMENT

Students will be exposed to personal training and various individual and team sports and activities.

Personal Training

All students will be pre and post-tested yearly. Beginning in sixth grade, students will be introduced to foundational exercises, methods, and techniques for developing their personal training repertoire. Seventh and eighth grade students will continue to build upon these areas toward individual mastery.

Sport and Cooperative Games

All grade levels will focus on life lessons learned as the main component of fair play, while developing personal skills, game strategies, and leadership through various team and individual sports and activities.

ALLIED

ART - Grades Six, Seven, Eight

Art is constantly growing and changing. Here in Briarcliff Middle School's Visual Art Program the students are challenged and given the opportunity to see what the world of art has to offer with a comprehensive, progressive program that builds on skills year after year.

In **6th Grade Art**, students are exposed to various drawing techniques to create a foundation for illustrating a range of subject matter. This foundation in drawing builds into developing painting and sculpting techniques (two-dimensional and three-dimensional art).

7th Grade Art provides students a knowledge of various techniques of urban typography from around the globe. Students will experience art as it is viewed and created through the influence of cultures in different parts of the world.

8th Grade Art helps students see the possibilities of art as a graphic design career. By combining the knowledge gained through 6th grade art foundations and their experience with typography techniques learned in 7th grade, students consider and use graphic design elements such as logo design, package design, advertising, and illustration.

Grades 6 through 8 provide comprehensive instruction and application of the elements and principles of art. Students will be able to create various works that are seen in different artistic cultures. Throughout their experience, art history is infused so that students can grasp the meanings and cultures underlying each piece they create.

LAKE DRIVE 8th PERIOD ART

In this full year course, students work on projects focusing on the elements of art and principles of design through various art mediums. Students experience comprehensive instruction and application of the elements and principles of art. Students will be able to create various works that are seen in different artistic cultures. Throughout their experience, art history is infused so that students can grasp the meanings and cultures underlying each piece they create.

COMMUNICATIONS - Grade Seven

In today's world of excessive text messaging and electronic mail correspondence, interpersonal verbal communication skills continue to be a necessary need of instruction in our school. The 7th Communications Allied class will be taught the elements of communication and furthermore, learn how these elements satisfy one's social and professional needs and overall decision-making. The students will be able to identify the six ingredients to becoming an effective communicator, which will be assessed in a variety of speeches. These speeches include: Persuasive, Impromptu, and a demonstration speech.

COMPUTERS - Grades Six, Seven, Eight

The Allied Computers 8-week cycle course is based on the 2020 NJSL Computer Science and Design Thinking standards, as well as the Career Readiness, Life Literacies, and Key Skills' Personal Financial Literacy standards. Using technology tools such as Google Workspace for Education, Canva, Code.org, and Everfi, students engage in units on coding, financial literacy, design thinking, and digital citizenship while integrating concepts from math, science, language arts, and creative arts. Students work both independently and in small groups, with opportunities to advance at their own pace or receive additional support to meet their individual needs and potential.

HEALTH - Grade Six

This is the beginning health class for Briarcliff students. The six-grade health class focuses on eleven different body systems; students learn the purpose and function of each system. With this health knowledge, the students learn to respect and care for their bodies. They understand healthy eating habits and daily exercise can lead to whole body wellness.

HEALTH - Grade Seven

This course is the second part of a two-year program to give each student a greater understanding of the concept of optimum health and wellness. Seventh graders will start by reviewing the three components of health (mental, physical and emotional). Content includes resolving conflict, understanding positive and negative aspects of behavior and knowing what stress is and how it can be resolved. Students are introduced to mindfulness promoting activity, including yoga & mediation. Decision making, mental fitness, communication skills, and

relationships will also be thoroughly reviewed and expanded upon. Diseases - communicable and noncommunicable, including HIV, will be included. The decision making process is emphasized, encouraging the student to make sound choices as he/she matures. Through the integration of mindfulness, the student will develop the skills necessary to help protect him/her from risk behaviors identified by the Center of Disease Control and Prevention and in turn continue their journey towards optimum health and wellness.

HEALTH - Grade Eight

The purpose of the eighth grade health course is to develop an awareness and understanding of the physical and emotional changes, which occur during adolescence. Emergency first aid and safety skills are also studied. The course is designed to foster the development of sound judgments and decision-making, especially in reference to personal fitness & diet choices and how it impacts their lives.

MUSIC - Grades Six, Seven, Eight

Allied Music is a comprehensive general music course designed to develop a foundational understanding of music theory, history, and performance techniques. Through the study of key musical concepts, students will enhance their listening and analytical skills while exploring the fundamentals of music appreciation. Utilizing classroom instruments and music technology, students engage in both individual and collaborative music-making experiences. The course also provides exposure to various historical musical eras, essential elements of music theory, and discussions on the aesthetics of music and its significance in society.

Allied Music 6: This course's main focus is studying the main elements of music such as rhythm, melody, form, style, dynamics, tempo and how they are used to make music.

Allied Music 7: This course's main focus is studying World Music and the connection it has to all different region's music.

Allied Music 8: This course's main focus is studying the Music Industry, Music Technology, and emerging music media in the 20th century.

SIGN LANGUAGE – Grade Eight

The Sign Language allied rotation course is an introduction to basic expressive and receptive Sign Language and an overview of the history of the Deaf community and "Deaf Culture." Students will learn the

Manual Alphabet and will develop a sign language vocabulary base of 250 signs or more of common conversational words and phrases. The students will explore cultural and historic events of the Deaf community through selected readings, films, news articles and class discussions.

PERIOD 9 OVERVIEW

Period 9 provides students with various opportunities to enrich and support their learning. During this time, students may participate in music ensembles, elective courses, enrichment classes, supplemental support, or reinforcement sessions.

- Music Ensembles – Students enrolled in Band, Strings, or Chorus meet twice a week with their respective teacher, while Select Choir meets once a week.
- Elective Classes – If their schedule allows, students may enroll in electives such as Advanced Art, Movie Production, Computer Programming, and Introduction to the Stock Market.
- Enrichment Classes – Students who do not take an elective will participate in one to three Enrichment (PEP) Classes, which change each semester.
- Supplemental Support – Students receiving services from the Special Services Department have the opportunity to meet with their Special Education Teacher during Period 9, with scheduling coordinated by their Case Manager.
- Reinforcement Classes – If a student does not have a scheduled class (Elective, Enrichment, or Supplemental) on a particular day, they will be placed in a Reinforcement Class, similar to a study hall. During this time, students are expected to work quietly on assignments and may visit teachers for extra help.

ELECTIVES

ADVANCED ART

In Advanced Art, students develop their artistic skills through independent study projects. They select a personal artistic theme and express it visually through project prompts using various media, including drawing, painting, mixed media, sculpture, digital painting, and graphic design. To inspire their work, students explore both modern and historical artists. By the end of the course, they will have a well-crafted portfolio showcasing diverse media and techniques, suitable for high school and art portfolio reviews. Students select **two** days per week to attend.

BAND - Grades Six, Seven, Eight

Students that participate in the Briarcliff band program will have the opportunity to perform and experience the art of music twice a week as a large ensemble and once a week in a like-instrument lesson. Students will expand their knowledge of their instrument and further develop their technical skills. Students will also explore musical concepts such as harmony, rhythm, pitch, and musicality through performance and discussion. Students will develop vital life skills such as responsibility, compassion, and integrity. All students are welcomed regardless of experience. The students perform a winter and spring concert.

CHORUS - Grades Six, Seven, Eight

The choral program is designed to provide students with experiences which center around good choral singing. Students are challenged to examine principles of good tone production. Through diligent co-operative experiences in singing, students explore the necessary discipline required to elevate performance materials to works of art. Diction, blend, pitch, breath control, phrasing, mood-interpretation and tone color form the foundation of concepts and skills which engage students in their efforts to honor the intentions of each composer's work. Students are expected to exhibit poise, focus and responsiveness to the conductor's gestures during performance. Moreover, students are expected to don performance dress, in a manner directed by the conductor.

INTRODUCTION TO COMPUTER PROGRAMMING - Grades Six, Seven, Eight

In this semester-long elective, students will explore the fundamentals of Python, JavaScript, and HTML through interactive online platforms and hands-on experience with Finch 2.0 robots. They will work both collaboratively in small groups and independently, with teacher guidance and support. Through self-paced, self-guided lessons, students will develop problem-solving skills while gaining a deeper understanding of the code behind “block-type” programming.

INTRODUCTION TO THE STOCK MARKET

In this elective semester course, students will explore the fundamentals of the stock market and investing using the interactive online platform *How The Market Works*. Through engaging lessons, students will build a foundation in investment concepts and develop practical skills by creating and managing their own simulated portfolios. Students will learn to analyze market trends, understand economic factors, and research SEC filings to make informed investment decisions. The course will also cover the advantages and disadvantages of various investment types, including stocks, bonds, ETFs, REITs, and mutual funds, offering hands-on experience and a deeper understanding of effective investment strategies.

MOVIE PRODUCTION

Stop motion animation films are a huge inspiration to modern animation films today, and they have even become a respected form of film-making in its own right. In this elective, students will explore the history of stop motion and gain insight into the behind-the-scenes work involved in creating an animated film. They will learn how to create character and environment designs as well as storyboards. Ultimately, students will create their own short stop motion film. By the end of the course, they will have a completed portfolio documenting their creative process, along with a finished film to present. Students select **two** days per week to attend.

MATH PLACEMENT

MIDDLE SCHOOL PLACEMENT RUBRIC

Students take a series of assessments in grade 6 to evaluate their math aptitude and progress during the year. The assessment scores are converted into rubric points (see table below). The grade 7 math course placement is determined by the total number of rubric points earned.

Middle School Placement Rubric 2025-2026		
Assessments	Rubric Points	Rubric Weighting
Summative Quarterly (End of Q1, Q2, Q3)	24	40%
NJSLA Math 6	24*	40%
CogAT*	12	20%
Total Rubric Points	60	100%

*Opt Out - if typical math progression is preferred

Math Course Placement	Total Rubric Points
Math 7	0-25
Math 7 Accelerated	26-45
Algebra	46-60

Vivian Joy Adams	Connor Higgins	Deagan Thomas O'Shaughnessy
Myra Almeida	Bridget Hill	Vidhi Patel
Anthony John Argen	Luc Alexander Howard	Brandon Strummer Pecarific
Jonathan Roscoe Barnett	Jack Douglas Ilaria	Milo Sedgwyck Penniston
Brett Russell Beierle	Christopher Vincent Ilic	Adriana Nicole Pop
Michael Angelo Biamonte	Addison Julia Jackson	Ryan Patrick Powers
Isaac James Bielinski	Noah Khan Jalallar	Krista Lisette Purnell
Cristal Blanca Lopez	Luc Pascal Jammaers	Gabriela Virginia Ramírez
Tobias Borden	Liam Renaud Janson	Sleyni Felipe Perez Ramos
Nicholas Patrick Bordoni	Elizabeth Jantzen	Divyaranjini Ranganathan
Sebastian Borie	Harry Gustaf Joelsson	Evan Samuel Reinebach
Chloe Bourneuf	Max W. Kahn	Maya Ritchie
Sabrina Eve Burke	Leo N. Kaplan	Bradley Rodgers
Thomas Joseph Byrne	Max R. Kaplan	Mia Danka Rondos
Jaydon Cao	Jayden Alexander Kolonne	Jeremias Sayvon Ruiz
Thomas A. Capetta	Alexandra Korovkina	Alana Lynne Saldutti
Seth Muñoz Caswell	Abigail Sophie Krupa	Alessandro Dennington Salerno
Micah Jolie Chang	Alexandra Rose Kuchavik	Lillian Grace Sandman
Natasha Clark	Ryan Lalin	James Ryan Santiago
Chelsea Conde	Ludvig Crilles Paabol Larsen	Kara Alexandra Sawransky
Victoria Amy Dages	Tyler Lau	Sophie Monroe Schadt
Sophia Elizabeth Dancsecs	Andreana Lee	Charles R. Schneider III
John Walsh Daniel	Keira I. Lee	Brendan O. Sentiwany
Luke Anthony Davi	Shaina Lewis	Arya Shah
Gianluca Mariano de Fazio	Vincent Li	Addison Kate Shannon
Paul Anthony DeMarco	Chloe Lin	Rohan M. Sheth
Rinaldo Ferdinando DiGiacopo	Eddie Lin	Abigail Siddons
Josel Dilone	Leonardo LoPiccolo	Julia Marie Signore
Polina Michelle Dolinsky	Karina Luciano Hilario	Nicholas Signorile
Lukas Ryan Donnelly	Ettoile Rose Luna	Nicholas Squeglia
Meaghan Donnelly	Owen Don Diego Mahan	Robert Edmond Joseph Steiner
Barrett Robert Donohue	Milana Marino	Loren W. Sund
Daisy Addison Duda	Alexandra Brooke Marquis	Emilia Trimble
Mario Donald Dzamba	Merric Martorana	Nicholas William Tripodi
Jack W. Eaton	Colin Andrew Masters	Maxwell Pellegrino Troisi
Esa Ellahi	Quentin James Maute	Keilyn Elizabeth Trowbridge
Ismaeel Ellahi	Carly Lorraine Miller	Brooke E. Ulan
Rithvi R. Emmess	Madison Elizabeth Mirz	Anika Urrutia
Chloe Esposito	Elena Kathryn Mora	Layla Michelle Van Duyn
Anthony Malik Fisher	Soraya Priscilla Murillo	Luke Douglas Van Teyens
Greta Foli	William C. Murphy	Thomas Robert Venturini
Cole Christopher Gargano	Christopher Esper Nielsen	Emily Voloshin
Noah Mitchell Gellert	Grant Edward Nikolsky	Jessica Maria Wallington
Sophia Julia Gillen	Matthew Nunez	Ryan Patrick Walsh
Aidan Emerson Glass	Williams Nunez Pineda	Zi'Nayah Warren
Daniel F. Hamilton	Jaime Leigh O'Connell	Collin Neil Shepherd Webb
Elizabeth P. Hamilton	Kaylin Oey	Jack Thomas Wilson
Owen Hatton	Benjamin Phillip O'Neill	Dennis H. Xiong
Abigail Hawes	Amelia Jane Ortiz	James Paul Zorlas

EDUCATION

Speech Language Pathology

Seton Hall University

Expected Graduation: May 2025 (4.0 GPA)

B.S.E. Integrated Elementary and Special Education

Seton Hall University

May 2023 — Honors: Magna Cum Laude (3.87 GPA)

CLINICAL EXPERIENCE

Simulation Center & Health Training

Aug 2023 - Current

Seton Hall University

- **Counseled and educated** simulated parents on **interpreted evaluation results**.
- Practiced proper **donning and doffing of PPE** and **hand hygiene** in varying clinical scenarios.
- Gained experience in **inflating and deflating tracheostomy cuffs** and observed the use of **Passy Muir speaking valves**.
- Conducted a **clinical swallow evaluation** on a simulated patient and provided patient education on **swallowing strategies**.
- Observed administration of **FEES** to evaluate swallowing.
- Managed care for a simulated premature infant, including **swaddling** to support feeding **posture** and conduction of a **bottle readiness assessment**. Discussed treatment plan for infant based on clinical observations.
- Documented simulated sessions in the form of **SOAP notes** that included **SMART goals** for patients.
- Engaged in simulated **voice-therapy**, providing education on **vocal hygiene** and introducing **straw phonation** to patient.
- Evaluated **swallowing** on a standardized patient using the **YALE Swallow Protocol** and the **TOMASS**.
- Assessed for **cognitive-linguistic** concerns through administration of the **MoCA** on a standardized patient.

Clinical Externship

Jan 2025 - Current

Chilton Medical Center in Pompton Plains, NJ

- **Evaluated, diagnosed, and treated** patients across the lifespan with **speech, language, cognitive-communication, voice and swallowing disorders** in both inpatient and outpatient settings.
- Conducted **Modified Barium Swallow Studies (MBSS)** for inpatients and outpatients.
- Made **diet recommendations** and performed **oral hygiene care** for patients with dysphagia.
- Performed **Oral Mechanism Exams** and **Cranial Nerve Exams** at bedside to assess oral motor function, strength, and coordination.
- Administered the **Boston Diagnostic Aphasia Examination (BDAAE)**, **Boston Naming Test (BNT)**, and **Ross Information Processing Assessment (RIPA)** at bedside to assess language and cognitive-linguistic deficits function in patients with suspected **aphasia, TBI, and other conditions**.
- Provided **patient and family education** on **communication and swallowing strategies**.
- Collaborated with an **interprofessional healthcare team**, including physicians, nurses, dietitians, OTs, and PTs, to develop **individualized patient care plans**.
- Managed **documentation** and **billing**.
- Completed comprehensive **chart reviews**.
- Provided **specialized outpatient therapy** for patients with **Parkinson's disease** (SPEAK OUT! voice and swallowing therapy), **head/neck/lung cancer** (swallowing therapy), **voice disorders** (functional and structural), **dysarthria, cognitive impairments, pediatric feeding** concerns, and **fluency** disorders.
- Wrote detailed **evaluation reports** and **progress notes** for outpatient therapy, documenting treatment plans, goals, and patient progress.
- Used **dynamic assessment** strategies alongside **formal measures** to assess progress and adjust therapy approaches.
- Utilized **VISIPITCH** to assess voice characteristics and track progress.
- Administered **VitalStim therapy** for patients requiring neuromuscular electrical stimulation to improve swallowing function.

Clinical Internship II

Sept 2024 - Dec 2024

First Children Services School in Plainfield, NJ

- Treated a caseload of 13 students, aged 5-16, at a specialized school. Students had a wide range of **rare disabilities, medical needs, physical disabilities, hearing loss, and visual impairments**.
- Provided **feeding therapy** for students with **sensory and motor difficulties**.
- Utilized **low-tech and high-tech AAC**, including **eye gaze** systems, to facilitate communication.
- Incorporated **sign language** and **aided language stimulation** into therapy sessions to support **total communication** and language development.
- Developed **vocational skills** for students transitioning out of the school and into adulthood.
- Implemented strategies to manage **behaviors of concern**.
- Co-treated with **Teachers of the Deaf (TOD)**, **Teachers of Visually Impaired (TVI)** and other professionals to support unique needs.
- Applied knowledge of **transitions** to support students during times of dysregulation.
- Developed **literacy skills** for older students working on reading and writing.
- Organized **small group** therapy to develop **social emotional skills, play skills, and conversational skills** between same-age peers.

Voice Lab Experiential Training

Sept 2024

Langone Voice Center

- Observed a **dissection of a larynx** to enhance understanding of **voice-related anatomy and physiology**.
- Witnessed a demonstration of a **Phonatory Aerodynamics System (PAS)** used as a tool to **evaluate airflow and pressure** to establish patient baselines and measure progress.
- Observed both **rigid and flexible laryngoscopy and stroboscopy procedures** conducted to assess vocal fold vibration, function, and health status.
- Practiced **laryngeal massage techniques** to understand their therapeutic benefits.

SLP Intern at Laning Avenue Preschool in Verona, NJ

- **Managed and treated** a diverse caseload of 16 Pre-K students with disorders including **Autism, Apraxia, CAS, Leigh's disease, ADHD, OCD, hearing loss, and medical needs due to premature birth.**
- Designed and implemented **evidence-based treatment plans** with **adaptable, immersive lessons** tailored to individual goals and abilities.
- Collected and analyzed student data to **monitor progress, scaffold supports**, and write detailed **progress reports.**
- Conducted **initial and re-evaluations** with a variety of **standardized and dynamic assessments**, and prepared comprehensive **evaluation reports** with detailed observations.
- Developed **detailed IEPs** outlining students' strengths, needs, and **individualized goals and objectives** based on evaluations, therapy sessions, and data. Attended **IEP and eligibility meetings** to report findings and **advocate for student needs.**
- Incorporated **total communication** into all sessions, used **aided language stimulation** with varying levels of **AAC. Programmed AAC devices** to incorporate **student interests**, increasing interest in communication, and **facilitated AAC transitions** for students and families.
- **Counseled and educated parents** on speech-language pathology interventions and strategies to promote carryover.

PROJECTS

NJSHA Presentation: "Comparing DTTC and PROMPT: Effects on Word Accuracy in CAS: A Critical Appraisal" May 2024 - Mar 2025
Seton Hall University

Evaluated research studies that analyzed statistically significant gains for word-accuracy in single and bi-syllabic words for both the traditional PROMPT approach and the DTTC framework when treating children with Childhood Apraxia of Speech (CAS). Team findings indicated that while PROMPT is already established in the field as a dominant treatment intervention for CAS, DTTC has proven to be an effective, possibly better alternative treatment intervention.

Citation: Atcosta, A., Hendrzak, K., Jacobsen, A., Neilsen, A., Ryerson, C. & Nagle, K.F. (March 2025). Comparing DTTC and PROMPT: Effects on Word Accuracy in CAS: A Critical Appraisal. Poster presentation for the New Jersey Speech Language Hearing Association Convention, Atlantic City, New Jersey.

Project Transitions Scholar
Jan 2024 - Dec 2024
Seton Hall University

Competitively selected into an interdisciplinary training program, dedicated to supporting micro- and macro- transitions for school-age children with Autism. SLP and OT students work in dyads, engaging in hands-on clinical skills training as they develop skills necessary to deliver transition-focused interventions for clients with special needs. This includes providing support and education to families to enhance their children's success during transitions, while also working closely with teachers and other professionals.

OTHER RELEVANT EXPERIENCE

Graduate Assistant & Research Lab Assistant
Aug 2024 - Current
Seton Hall University

Promotes SHU-SLP under department chair Caryn Grabowski by promoting the program through semesterly newsletters, social media management, information sessions, and open houses. Assists in organizing CEU events for staff, alumni, and associates. Conducts TBI research with Dr. Ji Ahn in the VAN+R Lab, focusing on concussion impacts in student-athletes. Contributes to the ROW-Lab under Dr. Anthony Koutsoftas, developing research on reading, oral language, and writing abilities across the lifespan.

National Student Speech Language Hearing Association (NSSLHA) Co-President
Jan 2024 - Dec 2024
Seton Hall University Chapter

Managed the chapter in meeting Gold Chapter Honors standards by providing strong leadership and fostering effective communication with National NSSLHA and university staff. Organized and executed successful fundraising and advocacy events, conducted monthly meetings to ensure operational efficiency, and offered support to the executive board, overseeing the achievement of chapter goals.

CERTIFICATIONS

- Teacher of Students with Disabilities - *Jul 2023*
- Elementary School Teacher in Grades K-6 - *Jul 2023*
- Occupational Safety & Health Administration (OSHA) - *Aug 2023*
- Health Insurance Portability & Accountability Act (HIPAA) - *Aug 2023*
- CPR & First Aid (AHA) - *Aug 2023*
- Social and Behavioral Responsible Conduct of Research Course - *Nov 2023*
- Montreal Cognitive Assessment (MoCA) - *Jul 2024*
- Dynamic Temporal Tactile Cueing (DTTC) - *Jul 2024*
- SPEAK OUT! Therapy for Parkinson's: Grant Student Training Course - *Sept 2024*

PROFESSIONAL DEVELOPMENT

- Oral Nerve Examination for the Speech-Language Pathologist - *Jan 2024*
- Swallowing Management of the Tracheostomized Adult Patient - *Mar 2024*
- Breathe, Speak, Eat: What the SLP Needs to Know About Respiratory Failure - *Mar 2024*
- Breathe, Speak, Eat: What the SLP Needs to Know About Trachs and Vents - *Mar 2024*
- Pediatric Dysphagia & Procedures in Early Intervention Skills - *Jul 2024*
- Respiratory Muscle Strength Training Skills Lab - *Nov 2024*
- Oral Mechanism & Cranial Nerve Exam Lab - *Nov 2024*

SKILLS

- Interdisciplinary Collaboration
- Adaptability and Problem-Solving
- Empathy
- Counseling & Education
- Clinical Documentation
- Advocacy
- Leadership
- Behavior Management
- Lesson Planning
- AAC Programming
- Educational Experience
- Social Media Management