West Essex Regional School District
Board of Education Meeting

April 14, 2021

Reports

- Board President - Mary Wojtowicz
- Superintendent - Damion Macioci
- WEHS Students - EMT Recognition
- Independent Study Students
- Supervisor of Science - Jason Lerner
- Principals - Gina Donlevie and Caesar Diliberto

Superintendent's Report

Damion Macioci

- COVID-19 Activity Level Report - Northeast Region (Bergen, Essex, Hudson)
- Fourth Marking Period - 6 feet social distancing
- **Travel Quarantine Guidelines** - Updated by CDC and NJDOH
  People who are fully vaccinated with an FDA-authorized vaccine OR who clinically recovered from COVID-19 in the past 3 months do not need to be tested for COVID-19 before or after travel to New Jersey and do not need to self-quarantine (fully vaccinated is defined as ≥2 weeks following receipt of the second dose in a 2-dose series, or ≥2 weeks following receipt of one dose of a single-dose vaccine).
- School Climate and Culture Committee
- NJSLA Update - Ryan Gupta, Director of Curriculum

West Essex First Aid Squad

CONGRATULATIONS

West Essex High School Students

Emergency Medical Technicians

Emma Saccone

Avery Shaw

Thank you for your service to the West Essex Community!!

Independent Study for Architecture
with Mr. Shea

Mauro Ferrovecchio

Introduction

- My name is Mauro Ferrovecchio
- Senior at West Essex
- Being an architect has been a dream of mine ever since I was little
- Learned about components of architecture

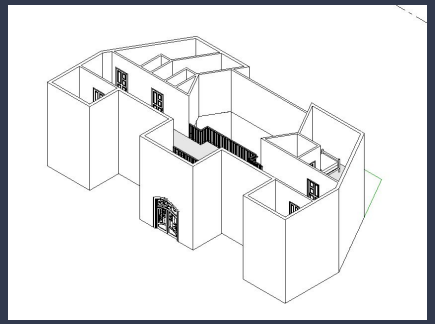
First Marking Period

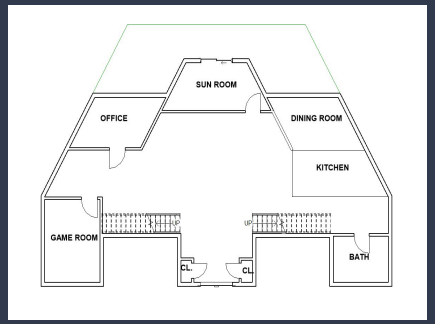
- Mainly worked on portfolio site
- A good portfolio is a very important part of the college admissions process
- Organized all of my work neatly

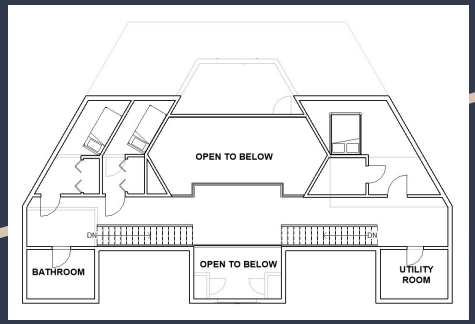
TSA Project

- Local residents and visitors from nearby states and beyond enjoy visiting the Jersey shore and think about having their own home on the water.
- Shore property is limited and expensive
- There are many affordable waterview lots available in North Jersey lake communities.
- Design a post and beam lake house to meet the needs of these residents and visitors
- 200-300 square foot loft
- Total area of 1600-1800 square feet

TSA Project
(continued)







- Working very hard on this project
- Not yet completed
- Discussions with Mr. Shea have been very helpful

Hopes for the Future

- Greatly prepared me for my studies of architecture at college
- Learned a lot about architecture and plan to pursue it in college
- Majoring in architecture at NJIT

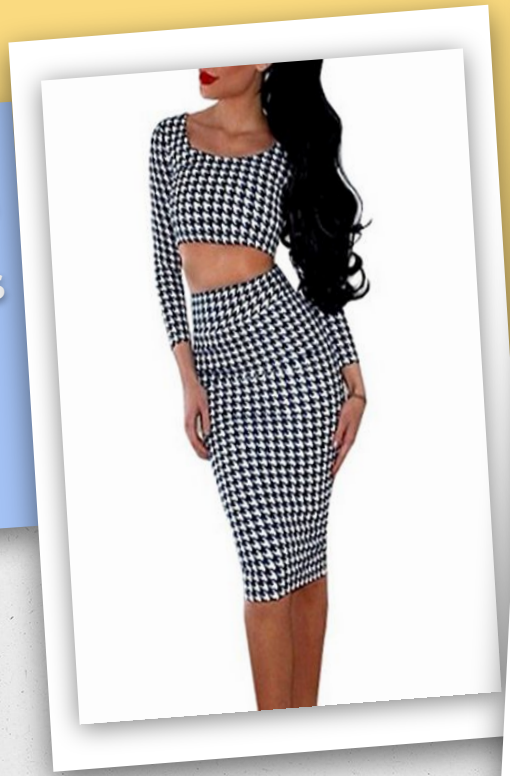
Fashion Design & Construction

Independent Study

Natalie Thies

Ms. Romano

RESEARCHING COLOR & STYLE TRENDS



DRAWING THE DESIGN

PRICING FORMULA

MATERIALS

$50.44

Add up the cost of all your supplies. You can divide the cost of bulk supplies by the amount of products it makes.

+

LABOUR

$12/hr x 4hr

How many hours does it take for you to make your product? Times that number by how much you want to earn in an hour. Make sure it is at least minimum wage.

+

EXPENSES

$0

This includes electricity, monthly fees for your shop etc. Work out the montly cost and divide by the number of products you can make in the month.

+

PROFIT

$50

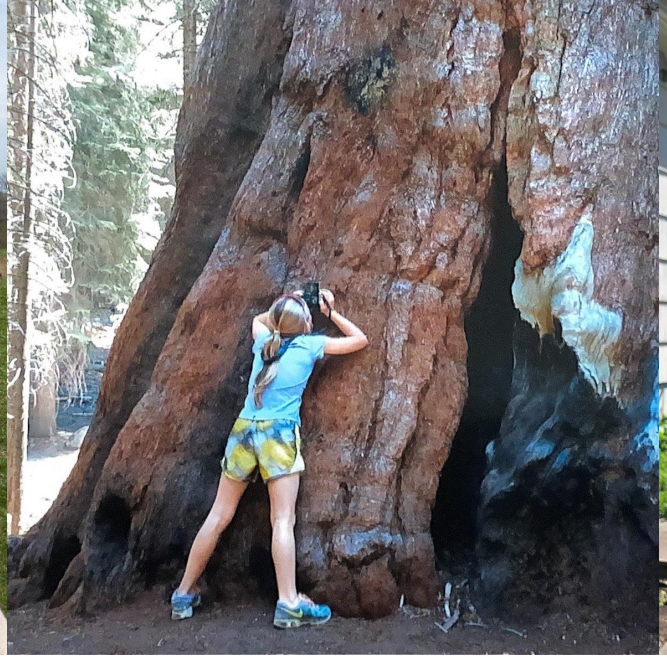
Add on a little extra. This will allow you to have money to save or re-invest into your business. It will also allow room for a wholesale price withough cutting into your labour costs.

$148.44 =

COST OF PRODUCT

COSTING THE OUTFIT

CONSTRUCTION



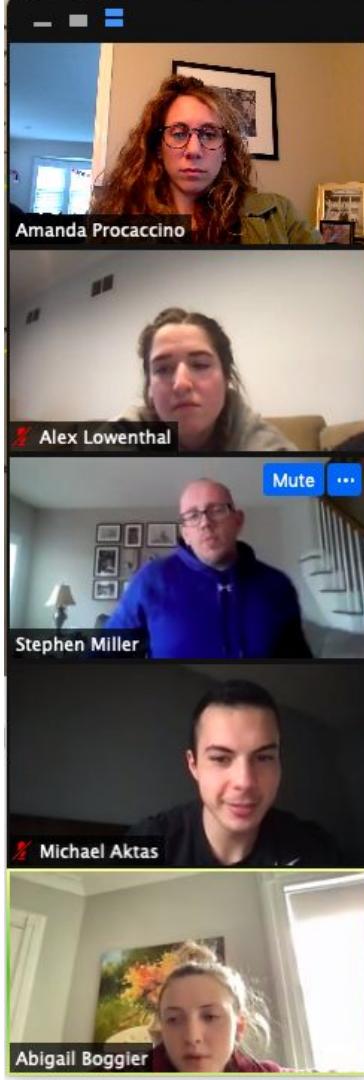

ADVANCED PHOTOGRAPHY

ADVISORS

INDEPENDENT STUDY

AMANDA PROCACCINO
ABIGAIL BOGGIER
MICHAEL AKTAS

STEPHEN MILLER
ALEXANDRA LOWENTHAL



QUARTER ONE...

EQUIPMENT

Review of the camera: functions, controls
Technical aspects of the camera

FLASH PHOTOGRAPHY & STUDIO LIGHTING

Review of flash photography, light modifiers, studio lighting, on-camera flash, off-camera flash

COMBINING MULTIPLE LIGHT SOURCES

Artificial light, natural light
Special effects

QUARTER TWO...

EXPOSURE

Exposure to different types of photography outside of projects completed in previous coursework. A focus placed on established professional's personal projects, ideas, and creative expression of ideas through photography as a medium.

STUDY

Class discussions centered around concepts, execution, and stylistic ways photographers manipulated their craft to illustrate their idea.

IDEATION

Students began the process of developing their own project ideas; submitting proposals and concept photographs for critique.

QUARTER THREE...

CONCEPT

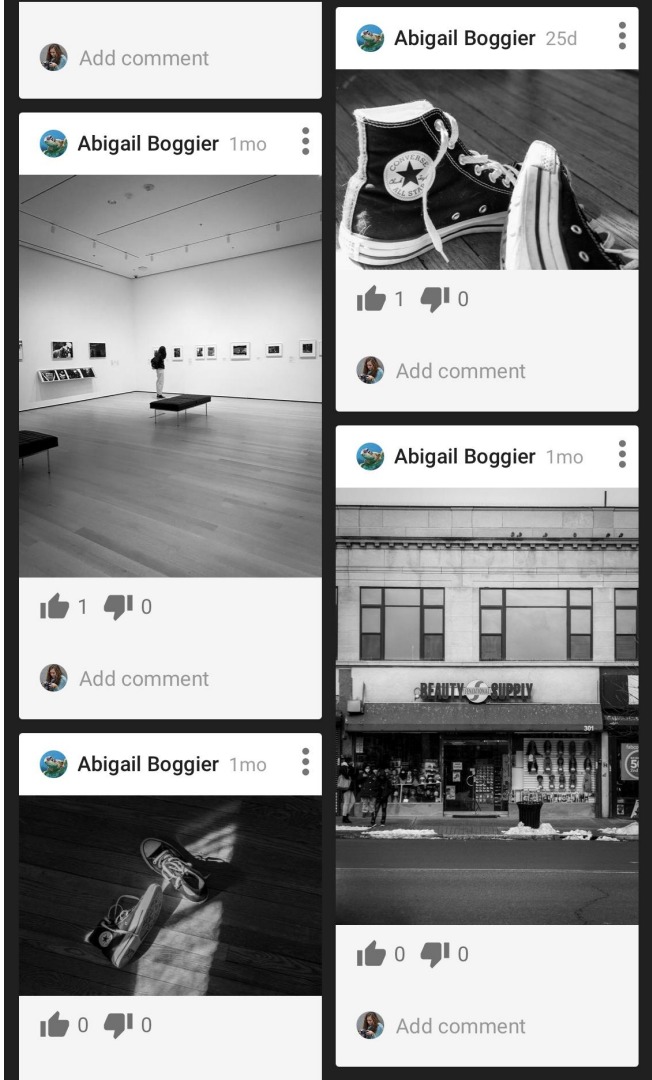
Emphasis on articulating student's initial project concept into a well developed artist's statement. Weekly critiques, including statement revisions.

CRITIQUE

Weekly photo submissions for class critique. An emphasis placed on the symbiosis between the photographs submitted and concept/statement.

REFINEMENT

A continuation of technical and aesthetical discussion regarding tools of the craft and creative applications specific to student's concepts

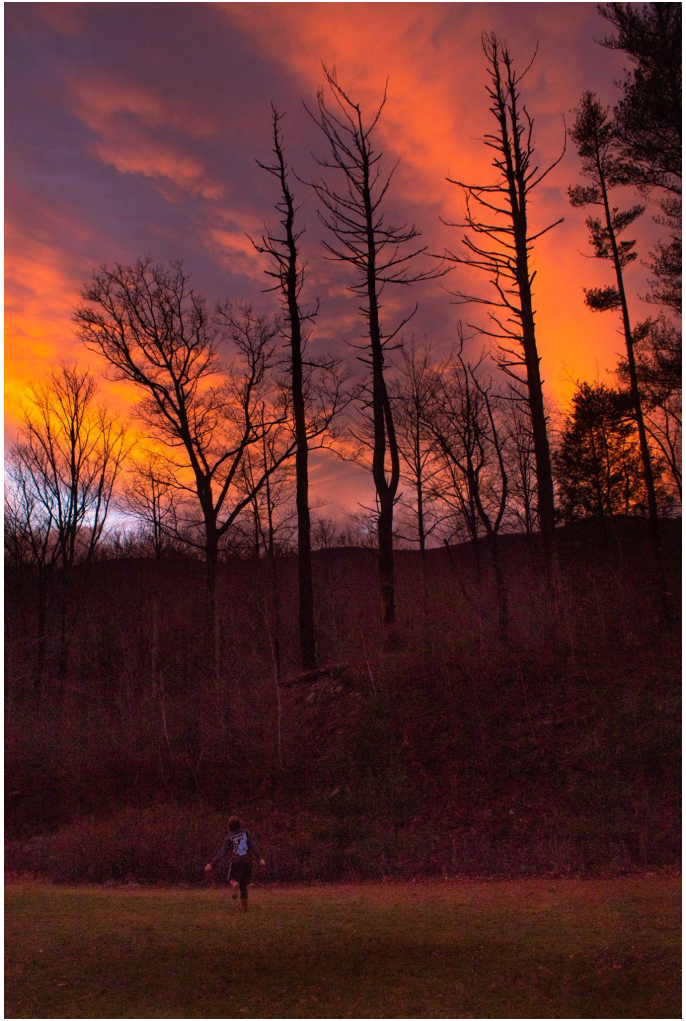


ALEXANDRA LOWENTHAL

The inquiry that guided my work over this last year was, “what are the little things in life that are overlooked?”

- For the past four years, I have struggled to keep a positive mindset and to stay motivated with all that I am involved in. I was not in touch with my thoughts and emotions. A coping mechanism that has helped me shift my perspective is the challenge to notice the little things in my life that bring me joy. Having worked on the ability to see the joy has not only been exciting, but also healing for me. This ongoing growth has inspired the question guiding my sustained investigation.


SUPER BOWL
CHAMPIONS




N5353K

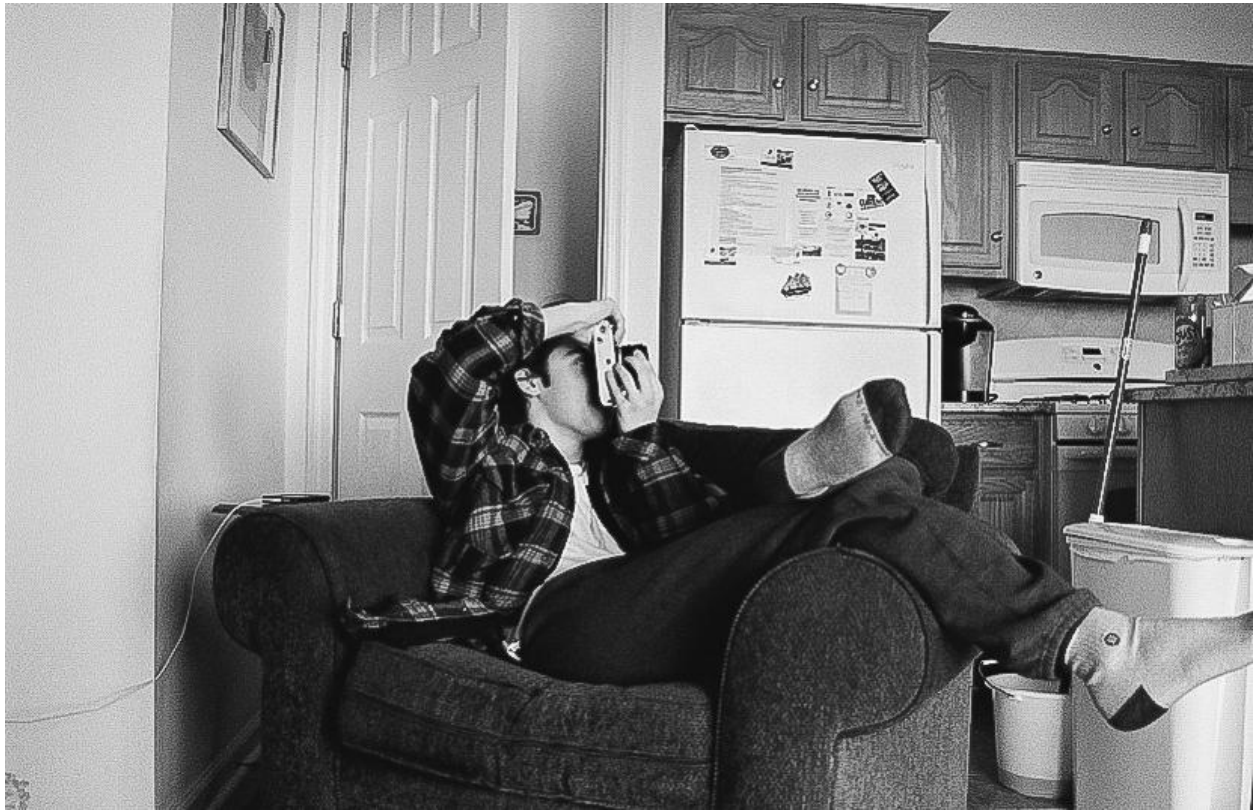
ABBY BOGGIER

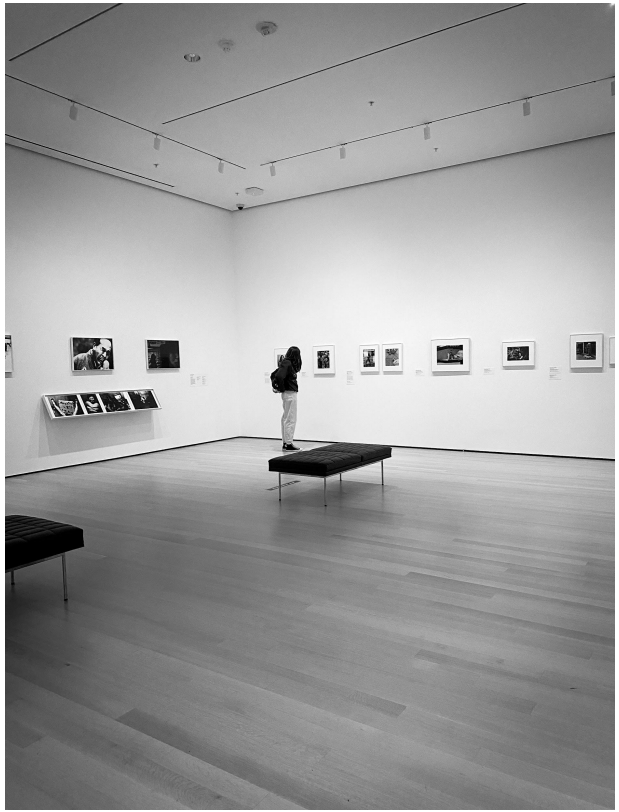
The inquiry that guided my work over this last year was, “what do I want to remember?”

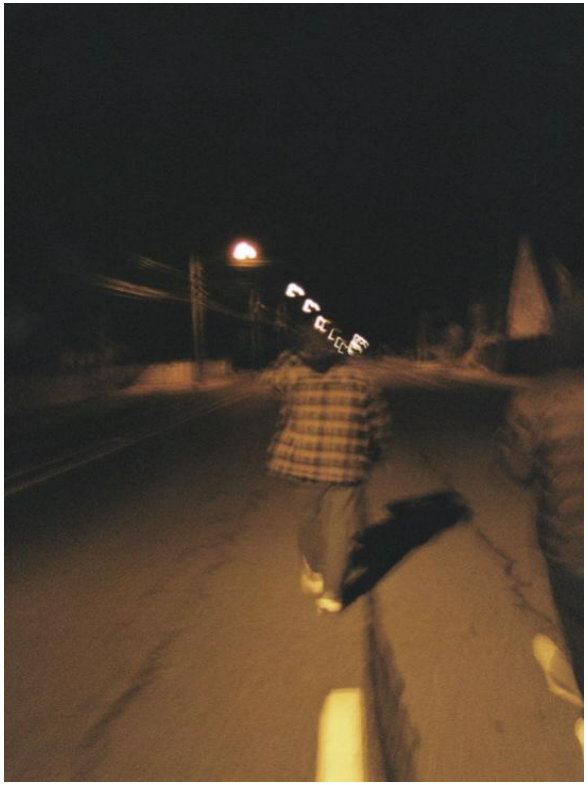
- In a year that has challenged us all mentally, physically and emotionally, I felt as though I truly learned a lot about myself. The global pandemic inspired me to capture every moment with the ones that I love and the things that bring me joy because, as we’ve seen, it can all be taken away in the blink of an eye.

COMBINATION OF DIGITAL AND FILM PHOTOGRAPHY


CONVERSE
Chuck Taylor
ALL STAR







MIKE AKTAS

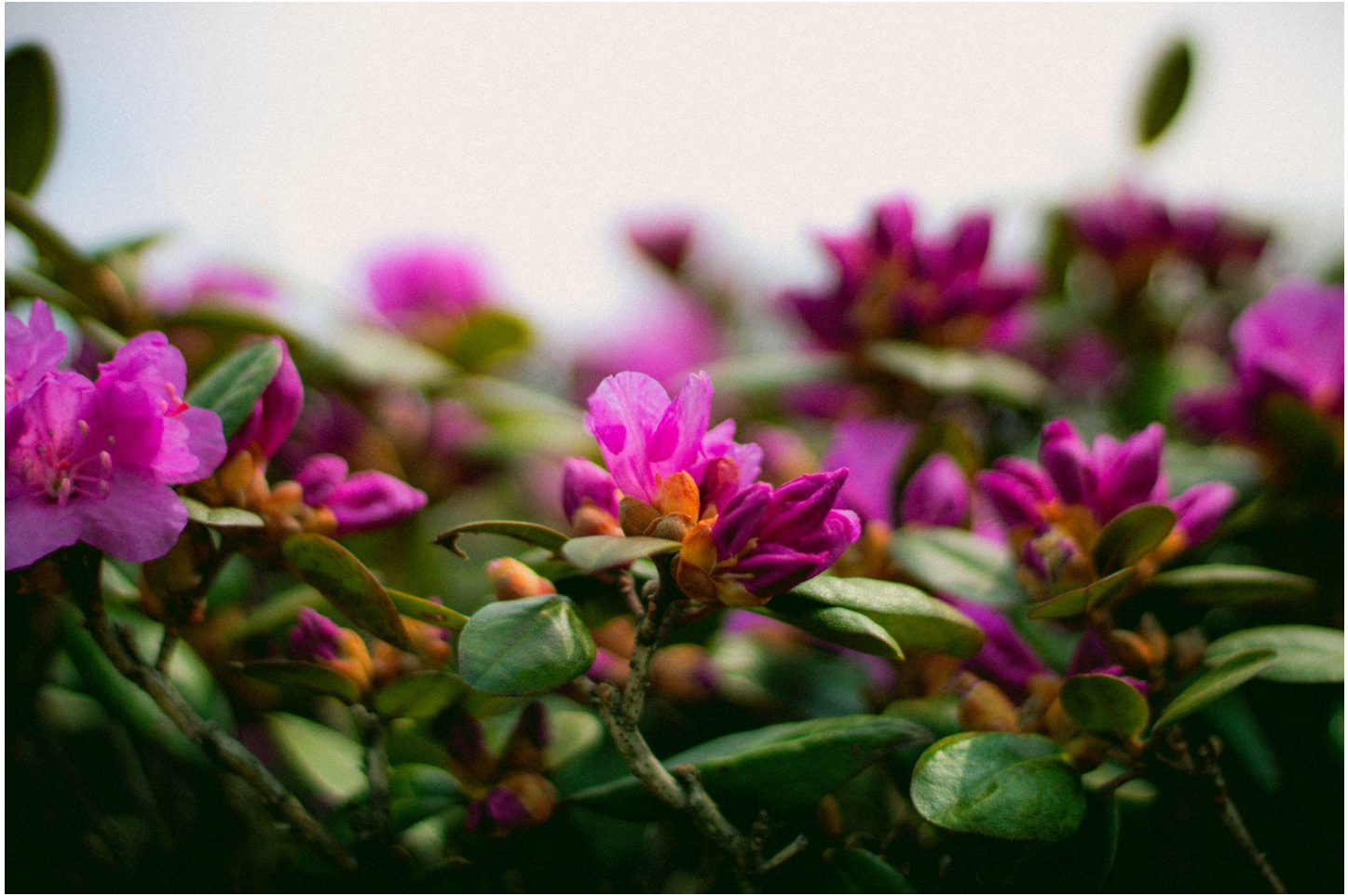
The inquiry that guided my work over this last year was, “how does music affect the way I take photographs?”

- Music has an enormous impact on my life — it is something that I define myself with, but also how other people define me. I love being able to find music that describes how I’m feeling, and connecting other artist’s work to my real life. Since listening to music and taking photos are ways I can truly express myself, I was interested to see if there was a relationship between the two.

IMG_0229.CR2
3/7/21 2:38:14 PM
5118 x 3412

Song playing when photo was taken: “Epiphany” by Taylor Swift (from album “folklore”)

Mood-Indicating Lyrics from song:
“Only 20 minutes to sleep
But you dream of some epiphany
Just one single glimpse of relief”



QUARTER FOUR...

CREATE

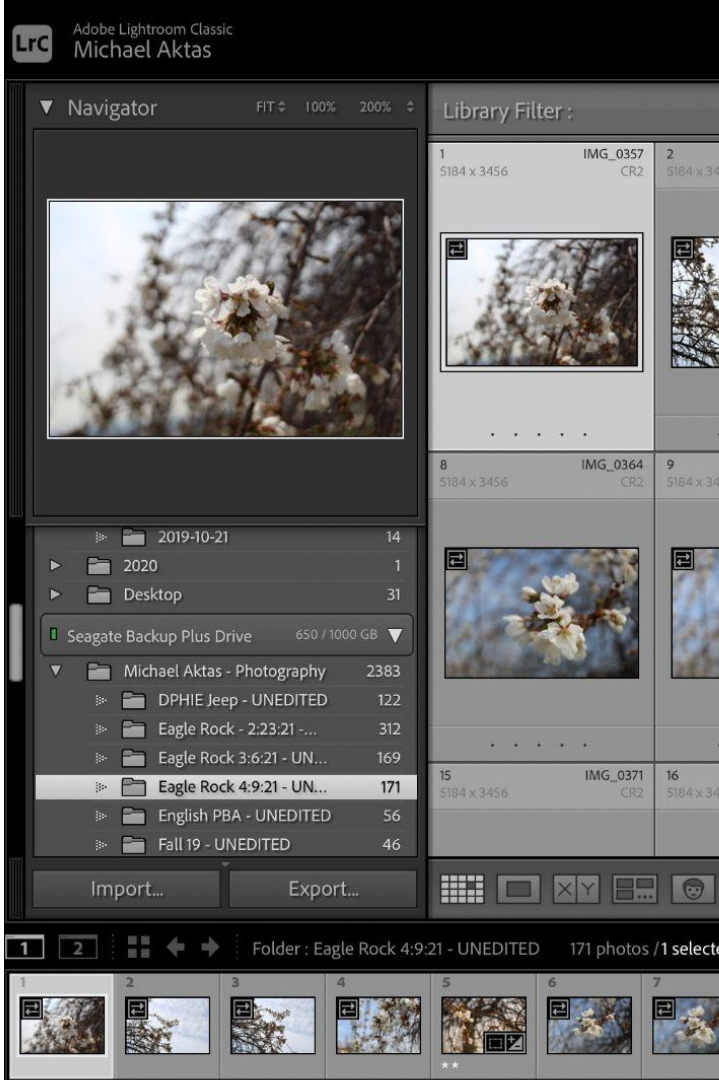
Continued creation and completion of body of work with weekly progress critiques.

CURATE

Selection of works, organization, and sequencing to communicate concept and content for final portfolio and display.

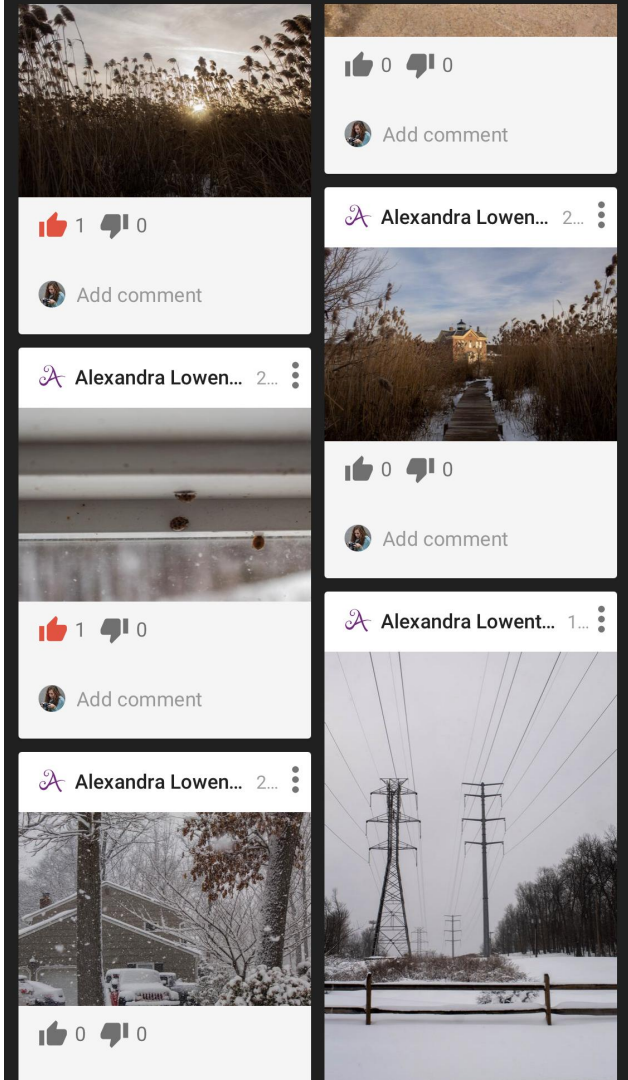
PORTFOLIO

Guided practice of preparation and submission for applicable college applications.
AP 2-D Portfolio creation and submission.
Creation of a professional portfolio website.
Printing, mounting, and curation for the district Arts Show.



THANKS

THANK YOU FOR THIS OPPORTUNITY



Epidemiology –

the study of the spread of diseases

Course Outline and Relevance to Student Field of Study and Careers

Mentoring Teacher

Ms. Deanna Lippi

Figure 1.1 Spot map of deaths from cholera in Golden Square area, London, 1854 (redrawn from original)

Source: Snow J. Snow on cholera. London: Humphrey Milford: Oxford University Press; 1936.

"upon" "study"

epidemiology

"people"

How epidemiology has shaped the COVID pandemic

- The purpose of our independent study in epidemiology is to **gain a greater understanding of the spread of disease** among specific demographics.
- We explored the methods of **infectious disease mitigation** and analyzed the ways epidemiological events **impact varying communities**.

Goals/Objectives:

Understand the overall impacts of epidemiology.

Be able to relate knowledge about the study and prevention of disease to significant epidemiological events.

Relate the instance of infectivity and transmissibility of infections to their chemical and molecular structure.

Analyze methods of personal prevention and the role of government in resource allocation.

Melanie O'Beine

- **Major:** Biomedical Engineering
- **Goals:** Become an engineer/go to medical school
- **Personal Impact from Epidemiology:**
  - Developing a curriculum
  - Building good study habits
  - Understanding how basic biological mechanisms relate to public health
  - Understanding the pandemic and how decisions are made about managing a public health crisis

Jimmy Alamia

- **Major:** Chemical (or Environmental) Engineering
- **Goals:** Pursue a career in agricultural field work or waste management
- **Personal Impact from Epidemiology:**
  - Gained a better understanding of the intricacies of viral/bacterial spread
  - Obtained knowledge regarding correctly disseminating information
  - Learned relevant STEM knowledge relating to human chemical and biological structures

Serena Vu

- **Major:** Material Science Engineering
- **Goals:** Pursue a career in material science
- **Personal Impact from Epidemiology:**
  - Conduct independent research
  - Understand the importance of public health at a new level

George Ashji

- **Major:** Biochemistry
- **Goals:** Medical school
- **Personal Impact from Epidemiology:**
  - Ways research can be conducted which is significant for medical school admission
  - Understand health issues on a global scale
  - Learned about misinformation and how it could negatively impact perception of a virus or pandemic

Thank you for your support of the Independent Study program!

Thank you to the West Essex Board of Education members:

Maryadele Wojtowicz

Deborah Sacco-Calderone

Cynthia Egan

Anne Fahey

Jill Marcus

Frank Perrotti

Anthony Rubinich

Jann Skelton

Ray Stampone

Thank you for your support of the Independent Study program!

Thank you to the administrative team:

Mr. Damion Macioci, Superintendent of Schools

Ms. Melissa Kida, Business Administrator/Board Secretary

Mr. Ryan Gupta, Director of Curriculum & Instruction

Ms. Lisa Hulse, Director of Guidance

Mr. Caesar Diliberto, High School Principal

Ms. Juliann Hoebee, High School Assistant Principal

Ms. Kimberly Westervelt, High School Assistant Principal

Mr. Jason Lerner, Supervisor of Science

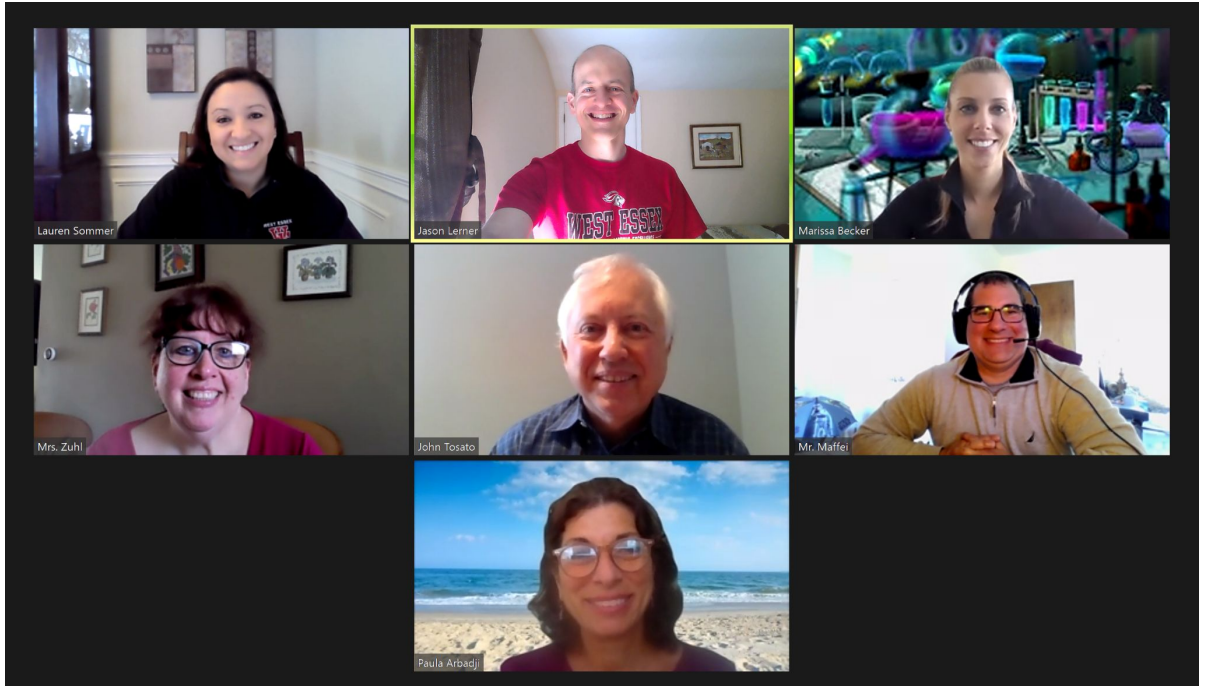
Thank you for your support of the Independent Study program!

Special thanks to the West Essex Science Department for your dedication in fostering a passion for science and engaging students to be critical thinkers.

Science Department Presentation

by Jason Lerner, Supervisor

Meet the Middle School Team



Meet the High School Team

Goal 1:

Student Growth & Achievement

- ❑ Improve Classroom Instruction
- ❑ Increase Student Learning

Goal 2:
Promote the Health and Safety of Students and Staff

❑ Develop, implement, and practice increased health and safety precautions and procedures among students and staff.

Goal 3:

Strengthen Communication Among Stakeholders

❏ Increase technology access and usage among stakeholders to facilitate communications.

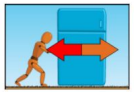
7th Grade Student Work

Strawberry DNA Extraction Lab

WEVideo Project
Did humans and dinosaurs live at the same time?

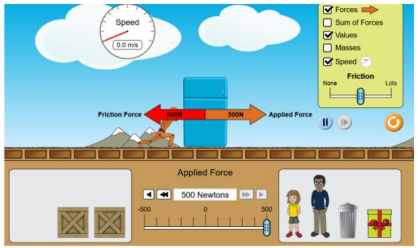
8th Grade Student Work

Friction Virtual Lab



Part 1: Friction Observations

1. Click on the following PhET Link and choose **Friction**
2. Check the boxes next to "**Forces, Values, and Speed**"
3. Remove the crate and place the refrigerator on the screen. Adjust the "**Applied Forces**" to 500N by clicking on the **right double arrows**. The screen should look like this:



4. Did the refrigerator move? - No

   What type of Net Force is this an example of? - Balanced force

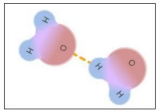
5. Click the "Reset All" button.

Purpose: To determine how Net Forces affect the motion of objects.

Pre-lab Questions: Answer the following questions and predict how the following net forces will affect the motion of an object:

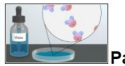
- What would the motion of an object be if a **balanced** force is applied to a **stationary** object?
  It would just stay the same because everything is even and there would be no change because it is doing the same thing on the same object.
- What would the motion of an object be if an **unbalanced** force is applied to a **stationary** object?
  If an unbalanced force is applied to an object then the object will be moved or pushed to the direction the force was pushing. This would happen because it wouldn't be even therefore it would not be able to obtain the position it was in.
- What would the motion of an object be if a **balanced** force is applied to a **moving** object?
  It should still be moving, because the force won't prevent that from stopping. It will be going at the same speed because the forces are even or balanced.
- What would the motion of an object be if an **unbalanced** force is applied on a **moving** object?
- An unbalanced force will most likely change the motion and speed of the object, it was doing something and it got interrupted by something that is uneven, therefore the object will get affected very quickly.

HS Student Work - Gizmos



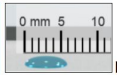
Graphic Organizer for Lab: Sticky Molecules
Investigate the properties of different liquids.

Student Exploration: Sticky Molecules



Part A: Polarity

1. To begin, drag a dropper bottle of **Water** and a Petri dish which is labeled **Polarity** to the simulation area. Drag the dropper over the dish to add water. Examine the molecules. What do you notice about the water molecules?
2. Based on what you observe, are water molecules polar or nonpolar? Indicate your choice in the data table on the right side of the Gizmo using the drop-down menu. Record in your Data Table on the document.
3. Click the **Reset** button and replace water with hexane (an ingredient used in the manufacturing of paint thinner). Examine the molecules. Is this liquid polar or nonpolar? Indicate this in the data table on the right side of the Gizmo.
4. Observe and classify the other two liquids. Which liquids are polar and nonpolar? Indicate this in the data table on the right side of the Gizmo. Record in your Data Table on the document.
5. Use the polarity section of your Graphic Organizer to document your observations.



Part B Cohesion

Part A Polarity:

Two liquids are polar (water and glycerin) and have stronger interactions between molecules as observed by the dashed lines. Two liquids are nonpolar (hexane and mineral oil) and do not have strong interactions between molecules. We did not observe the orange dashed line between molecules.

Part B Cohesion	Part C Adhesion
Predict: Nonpolar substances will have less cohesion because they have less interaction to keep them together.	**Predict:** Nonpolar substances will have less adhesion because they have less interaction to keep them strong or ¨sticky¨ enough to stay put.
Observe: The polar substances stayed together and non polar spread apart.	**Observe:** The nonpolar liquids slide first. Polar molecules stick to the slide and hang on for a higher angle.
Explain: The nonpolar particles don't have enough interaction to stay together and spread out.	**Explain:** The nonpolar bonds drip earlier because they have less force of attraction holding them there.

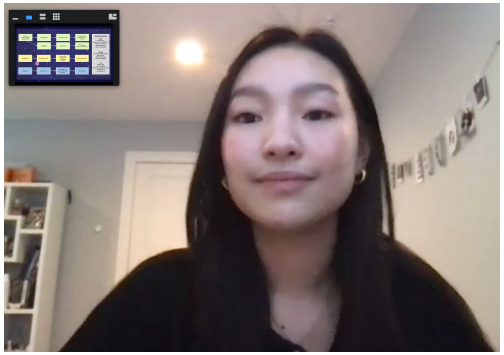
HS Student Work - Jamboard

KNIGHTS

science courses at west essex high school

presented by the Science National Honor Society

SNHS Student Presentations



Snapshot of Success

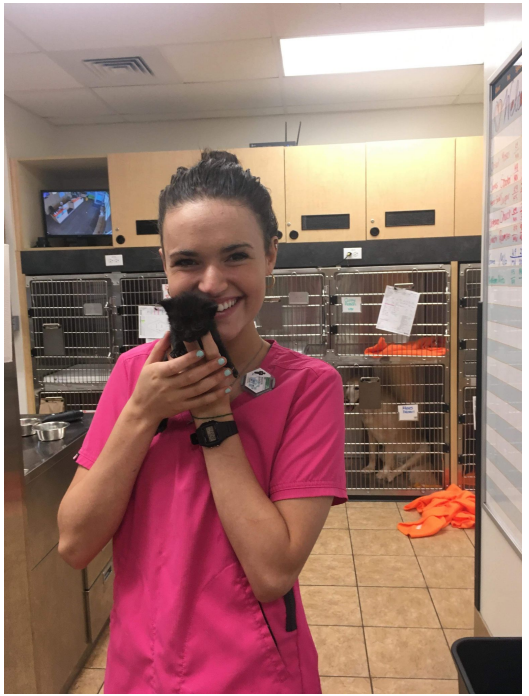
Madi Seaver - Class of 2016

Emory University - Class of 2019

Major: Chemistry & Biology

Cornell University

College of Veterinary Medicine



Snapshot of Success

Grace Pagano - Class of 2018

University of Connecticut - Junior

Major: Environmental Engineering (Honors Program)

Plans to enter field of groundwater remediation.

Snapshot of Success

Natalia Colon - Class of 2020

The College of Charleston - Freshman

Major: Biological Sciences

Plans to go on to dental school and become a pediatric and family dentist.

Snapshot of Success

Lauren Lynch - Class of 2018

University of Delaware - Junior

Major: Nursing

Minor: Nutrition

Snapshot of Success

Kylie Donohue - Class of 2016

University of Notre Dame - Class of 2020

Major: Optometry

Currently Teaching in Americorps in Chicago

Accepted to Midwestern University of Chicago College of Optometry

Big Rocks

This year has really taught us to put the big rocks in FIRST!

Principal's Report

Gina Donlevie

CATEGORY	MARKING PERIOD 3		MARKING PERIOD 4	
	Students	***Percentage***	***Students***	***Percentage***
IN-PERSON *(Totals)*	341	60%	435	77%
IN-PERSON *(Per Cohort)*	171	30%	218[2]	39%
FULL-TIME REMOTE	219	40%	130	23%

(Enrollment = 565 students)

[1] *During Marking Periods 1-2, the 3-cohort model accommodated 186 students (33%) per day.*
[2] *Daily attendance records indicate an absentee rate of approximately 20% per day.*
For MP4, this estimate equates to 175 students present for each of the two cohorts.

Principal's Report

Gina Donlevie

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1. Virtual Wednesday Activities

Activity	Grade	Date	Rain Date
UKnights Peer Leadership	Grade 7	April 28	May 19
PowerHouse Studios	Grade 8	May 5	May 12
** District transportation will be available*			

2. Boomerang Project's OnBoard Peer Leadership (August 30-31, 2021)

Thank you to the Fairfield and North Caldwell Municipal Alliances!

Principal's Report

Caesar Diliberto

- **High School In-person:** 680 of 1070 students (64%)
  - 9th grade In-person: 187 of 268 students (70%)
  - 10th grade In-person: 169 of 261 students (65%)
  - 11th grade In-person: 160 of 270 students (59%)
  - 12th grade In-person: 164 of 271 students (61%)
- **High School Full Time Remote:** 372 of 1070 students (36%)
- **SINGLE COHORT CONTINUES THROUGH 4th MP**
- Comparatively, 512 of 1070 (48%) chose in person for 3rd marking period - on average 290 attended daily.
- Building and satellite rooms are equipped to handle full attendance.
- Events are in the planning stages for "no-longer-completely-virtual" Wednesdays.

Principal's Report Continued
Caesar Diliberto

- **ShopRite STARS for 3rd Marking Period**:
  - Academics - Joseph Bejjani (11th)
  - Athletics - Carson Barry (12th)
  - The Arts - Grant King (12th)
  - Leadership - Isabella DeRose (11th)
  - Service to the Community - Avery Shaw (12th)
- **Student Athletes** - Christopher Housel, Arianna Lee, Georgia Tarullo
- Successful launch of the **West Essex Esports Team**.
- Computer Science Club / Girls Who Code **ALUMNI PANEL** with Marissa Inga, Amanda Garofalo, and Jenny Entin.
- Please see April Newsletter For more accolades about our Multicultural Club mural, Quiz Bowl, the Seal of Biliteracy, band & orchestra students, and students marching in the Macy's Day Parade.

Educators of the Year

Governor's Educator of the Year

Mrs. Andrea Llauget

Governor's Educational Services Professional of the Year

Mrs. Karen Kinsey