

West Essex Regional School District Board of Education Meeting

March 15, 2021



Reports

- Board President - Mary Wojtowicz
- Superintendent - Damion Macioci
- Film Study - Megan Brisco
- English, Reading, & Libraries - Kimberly Westervelt

Superintendent's Report

Damion Macioci

- COVID-19 Activity Level Report - Northeast Region (Bergen, Essex, Hudson) - **Orange-High Risk**
- Week Ending November 14 - Week Ending March 6
- Need to continue with safeguards and measures
- **Reopening Committees** - Week of March 8
 - Distance Learning (MP4 Planning)
 - Building Operations (MP4 Planning)
 - Medical (COVID-19 Planning)

Superintendent's Report

Marking Period 4 Planning

- Marking Period 4 Questionnaire - Administered between March 17-19
**Marking Period 4 - April 19 - June 22*
- Commitment to either full-time remote learning or in-person hybrid learning
- Publish Marking Period 4 Calendar and Cohort Schedule on or about April 1
- Social/Physical Distancing - remains 6 feet

Superintendent's Report

Marking Period 4 Planning

- Remote Learning - April 12 - April 16 (**one** week following spring break)
- Travel Guidelines (CDC) - (revised after consultation with health department, District Physician, & Medical Committee) - Effective April 1
 - After Day 10 without testing and if no symptoms have been reported during daily monitoring (includes vaccinated individuals).
 - After Day 7 if the individual tests negative with a viral test (molecular-PCR or antigen) between day 5-7 and if no symptoms were reported during daily monitoring.
 - People who have tested positive for COVID-19 in the past 3 months and recovered do not need to quarantine or get tested again during that three-month period as long as they do not develop new symptoms.

****PLEASE NOTE THE TRAVEL GUIDELINES ARE SUBJECT TO CHANGE****

Film Study

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Megan Brisco

About Me

I have always been interested in watching films and movies not only for entertainment but for deeper analysis.

The film review class I took in 9th grade really sparked my interest and gave me a passion for film.

I have been accepted and I am committed to RIT (Rochester Institute of Technology) in the major, Film and Animation- Production Option.

In the course i hoped to get a better understanding of the influence of different time period and different films and the impact they had on the industry we know today.

I have a interest in psychological thrillers and horror movies so a lot of what I look at focuses on that.

I am an active member of the film club which is one of my favorite things that Mr. Myerson has introduced.

Overview of What I've Done So Far

I have looked at several different decades starting in the 1900s to the 1960s and plan on looking at more of the decades.

1900-1940 was an era considered the Birth of Film and was widely known for silent films

1940-1969 was an era considered the Golden Era of Film.

I have taken a deeper look into the time periods and conducted research analysis on the impact through essays and slideshows.

German Expressionism (1916)

Excerpt from one of my essays

German Expressionism is the idea of using visuals and hyper expressive performance to capture the fears, inner thoughts and desires of the time. German Expressionism started in the 1910s when “German audiences had become less preferential towards romance and action flicks since the beginning of WWI, and themes of violence, cruelty and betrayal became more relevant topics for discussion” (“German Expressionism”). The ideas of violence, cruelty and betrayal gave more daring filmmakers, such as Fritz Lang and F.W. Murnau, platforms to grow. The movement of German Expressionism heavily influenced and created the horror genre we know today. It focused mainly on shadows, deep, dark, intense, feelings, betrayal, paranoia, etc. The movement takes reality and distorts it to create deep and intense emotions from the audience.



Scene comparisons of the shadows and crude angles between *Sweeney Todd* and *Cabinet of Dr Caligari*. It is portraying madness and alienation from society

How 1950s Horror Shows Anxieties of the Real World?

Excerpt from my 1950s Anxieties Essay

America, still reeling from the massive destruction of World War II, fell into the Cold War. 1950s horror clearly shared the true anxieties of people and their fear of nuclear war. Horror at the time was preoccupied with the ideas of space, science and invasion which represented the fears of nuclear war/attack. In movies such as *Godzilla*, the first widespread atomic monster, *Godzilla* is a giant radioactive monster created by nuclear radiation. No such thing existed in this world but shows how people were scared of nuclear war manifesting into attacks on the people. Many of the horror and sci-fi movies made the plot revolved mainly around effects of nuclear radiation and atomic testing. Horror, sci-fi and fantasy “provides a healthy dose of escapism, but it also keeps one eye fastened on what we wish to escape *from*” (Waldman). People tend to watch films to escape the real world they are living in but sometimes it also shows us what we are trying to escape from.

Other Things I Have Explored

Animation, Sound and Color being introduced in the 20s and 30s

1960s Horror Culture

Looked in depth on George Romero's *Night Of The Living Dead* (the first widespread zombie movie)

Walt Disney's very early animation

Early Alfred Hitchcock before his big hits

Physically making shots of a Silent Film

Going Forwards

Technically route

Camera Shots (J-cuts and L-cuts, montages, etc.)

Editing

Working with sound and camera

Also while continuing to analyse impactful films to the industry

English, Reading, and Libraries Department Presentation



Presented by Kimberly Westervelt, Interim Supervisor



Meet the team: Middle School



Meet the team: High School

District and Department Goals

- ❑ Increase student growth and achievement
- ❑ Promote the health and well-being of students and staff



Increasing Student Growth and Achievement

Professional Development

- ❑ Hybrid and virtual learning
- ❑ AP Capstone
- ❑ Teaching sensitive content

Enrichment Tutorials

- ❑ The Water Project
- ❑ Special Effects in Film
- ❑ Amanda Gorman & The Power of Spoken Word

Knight Squad - MS

- ❑ Tuesdays, Wednesdays, & Thursdays

Writing Center - HS

- ❑ Mondays and Thursdays

Data

- ❑ MAP Testing at MS
- ❑ LinkIt Assessment at HS
- ❑ EOY Assessment for Growth Objectives
- ❑ Ongoing Formative and Summative Assessments

Promoting the Health and Well-being of Students and Staff

Active Participation in Clubs

- ❑ MS - Book Club, Builder's (Key) Club, Knightlights Literary Magazine, Knightly News, Trep\$, Gifted and Talents Rogate, Library After School
- ❑ HS - Multicultural Club, Library After School, National English Honor Society, Wessex Wire, Peer Leadership, Quiz Bowl

Screen/Brain Breaks in Lesson Plans

All Classes Meet Wednesdays

Department Check-ins and Self-care Goals

Teacher: Mr. G. K. S. Reddy
Subject: Reading Perio
Date: 11/2/21

HARRY POTTER and the Half-Blood Prince
BY J.K. ROWLING

1. Man vs. Man the prophecy
The prophecy states: "From what is left, I have seen five boys who may stop the Deathly Hallows. The boy who lives will be the one to defeat the one who kills." (Rowling 10)

2. Harry Potter
He is the person who lives in the book and is a person who is a person. (Rowling 10)

3. Voldemort
He is the main antagonist and is a person who is a person. (Rowling 10)

4. DUMBLEDORE
He is the headmaster of Hogwarts and is a person who is a person. (Rowling 10)

5. HOGWARTS
It is the school of magic. (Rowling 10)

6. Snape
He is a professor at Hogwarts and is a person who is a person. (Rowling 10)

7. THREE BROOMSTICKS
It is the place where the event goes to. (Rowling 10)

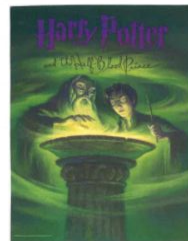
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Mrs. Mary Wallace
Reading 8 Per. 1
Date: 1/2/21

Rowling, J. K. *Harry Potter and the Half-Blood Prince*. New York, Arthur A. Levine Books, an imprint of Scholastic, 2005.

SUMMARY & BOOK COVER

As Harry Potter returns for his sixth year at Hogwarts, Voldemort and his army are wreaking havoc on both the Muggles and the Wizarding World. To fulfill the prophecy, which states that either Harry has to kill Voldemort or vice versa, Dumbledore teaches Harry what he thinks to be very important in order to survive. Harry is told that he must become a Horcrux, which is a magical object into several Horcruxes that he must find in order to complete the prophecy. The two go into many different memories that show important parts of Voldemort's younger days, which help them to find out what the Horcruxes might be. Amongst the Horcruxes he finds are a diary, a locket, a ring, and a snake. Harry had taken an interest with the extremely mysterious Draco Malfoy was up to. When they thought all was well, disaster strikes that left all of the Wizarding World startled and hurt as Harry and Dumbledore were returning from a mission to get possession of one of the Horcruxes. Harry Potter faces his greatest challenge throughout the book, but still learns the importance of friendships and love.



XPAIN - our connections between piece #5 and #2, 6, 8, 4

Harry Potter (#2) and Hogwarts (#5) have a very strong connection. This is because Harry always felt out of place and was extremely mistreated at his aunt and uncle's home, with whom he lived with, and when he was brought to Hogwarts, he had an immediate connection. He almost immediately developed amazing friendships and he loved the classes he took. He felt like he belonged and no longer felt out of place. When it was time to leave Hogwarts and return home, he always heavily dreaded it. In this book specifically, Harry knew his way around the school so well. He memorized every shortcut and knew the right places to go for something when he needed to escape from the mobs of people and, generally speaking, he would take the shortest route to get away from anyone and just run. But if he were ever in trouble, he would find the safest place to be anywhere, he still felt safe with all of his friends with him providing him with happiness. Hogwarts is the one place that brought everyone together for Harry.

cc zero

Dumbledore (#4) and Hogwarts (#5) are connected because Dumbledore spent so much time and work at Hogwarts. He wanted to leave before Dumbledore died at the end of his work, he made his own wish, which was to be buried on the grounds of Hogwarts. The book includes, "it was Dumbledore's wish to be laid to rest at Hogwarts." Hogwarts should be Dumbledore's final resting place." (Rowling 629). This shows that even though he is gone, Dumbledore's body will still remain at Hogwarts. Dumbledore was also one of the best headmasters at Hogwarts, or so most of the Wizarding World had said. He was the only wizard the Voldemort was ever afraid of, so this meant that he would be able to protect the students at Hogwarts better, and provide their parents with ease.

The theme of "the place you always felt the safest may not be the safest place to be" (86) is connected to Hogwarts (95) because this is the setting that the theme is based upon. When Harry first arrived at Hogwarts in the first book, he was also told that it was the safest place he could be because he was protected so heavily. He also felt very safe here. In this book, *Harry Potter and the Half-Blood Prince*, there are immense precautions that the teachers and headmaster made to protect the students from Voldemort. In this book, the students were not even aware that the students felt safe at first, attacks were made and people still got hurt. After a battle between the Death Eaters and the teachers and some students happened at the school, Professor McGonagall, a teacher at Hogwarts states, "Personally, I don't think we're in more danger at Hogwarts than we are anywhere else, but you can't expect mothers to think like that" (Rowling 628). This quote shows that the Hogwarts staff members would like to be that at home, even though Harry may have felt safer here with his friends.

The man vs. man conflict of Harry Potter vs. Draco Malfoy (#8) relates the Hogwarts (#5) because Harry was always sneaking around the castle to find out what Draco was up to. When Harry figured out that Draco was using the Room of Requirement, which only appears when someone really needs it to, he spent hours outside the vaulting doorways, trying to make it reappear. Malfoy would use the Room of Requirement to hold parties and to plan an attack on the castle. Harry would also take hours out of his day just to make sure that Malfoy wasn't anywhere in the castle that he wasn't supposed to be. He did this by using the Marauders Map, something that shows where every person in Hogwarts is located. Harry thought that Draco was sneaking around the castle to mess with him, so he was plotting something bad and was working for Voldemort, which he was right about.

EXPLAIN your connection between pieces # 2 and # 3

Harry Potter and Voldemort have been connected in many ways ever since Voldemort killed Harry's parents when he was a baby. In the earlier books, Voldemort has a legitimacy, which is basically what makes him so powerful. He is the only wizard ever involving one of his kind. Harry, they are also both involved in a certain prophecy. This prophecy says that either Harry Potter or Lord Voldemort will become the other. Harry Potter, Harry and Voldemort's wands also have the same wand core, which means that they cannot properly cast spells on each other. Towards the ending of a battle between Harry and Voldemort, Harry is secretly working with Voldemort says, "Potter belongs to the Dark Lord. I was to be his" (Rowling 403). This quote means that none of the Death Eaters or Voldemort would have been able to kill Harry even if they had the chance. This is because Voldemort wanted to kill him himself, even though he didn't know what the prophecy said. Voldemort has always wanted to kill Harry but he never knew he tried to kill him when he was a baby, but failed.

EXPLAIN your connection between pieces
4 and # 7

Dumbledore and Professor Snape have always been connected, throughout all of the *Harry Potter* books. In his past, Professor Snape was a very loyal Death Eater to Voldemort, which a lot of people knew. Dumbledore was the one who helped him escape, and he was able to become a teacher at Hogwarts. There are many ways and let him become a teacher at Hogwarts. He was a Death Eater, but he became an inside spy on Voldemort. When Harry asks him if he definitely still trusts Snape, Dumbledore says in response that he trusts him. He says that he trusts him because he has always known the answer had to be yes. (Rowling 359). When Dumbledore says this, it makes it seem like he was annoyed by Harry questioning whether he trusted or not. Harry had always had a hard time trusting people, and he was always right because he felt that Snape had proven himself trustworthy. In this book, *Harry Potter and the Half Blood Prince*, Snape is actually the one to help Harry. He is the one who helps him with the Eaters and Draco Malfoy. This means that Dumbledore was incorrect about Snape and made a poor judgment, which cost him his life. As you can see, Dumbledore is not the one to Snape in ways that he didn't think he would be.

Classroom Happenings

Our Plan - Two Nations from One

- We believe that separating the NSB Sneetches and the SB Sneetches into two different nations will successfully prevent a genocide in the long term.
- We will make sure the country of the NSB Sneetches will include job opportunities such as factory work or agriculture.
- Establishing a successful government for the NSB Sneetches will be a top priority.
- Helping to modernize the NSB nation will also be very important because they will have to trade with other nations.
 - Part of the plan will be to build ports in their nation.

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The Sneetch Solution

A Project Proposal for the UN

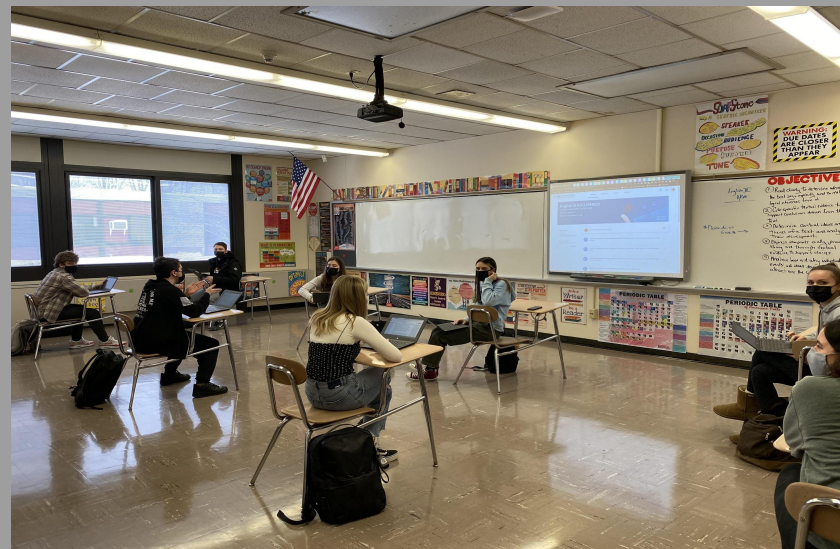
Costs Over Five Years

- **Total Cost - \$169,632,000**
 - Year 1 - \$101,072,000
 - Year 2, 3, 4, and 5 - \$17,140,000 each year
- **Government**
 - Military Army/Soldiers (NSB)
 - UN Secret Service Spies (SB)
 - Capital Building (NSB)
- **Trade**
 - Build/Maintain Sea Ports (NSB)
- **Agriculture**
 - UN-appointed Head of Agriculture Board
- **Education**
 - Build New College/University (NSB)
- **Propaganda**
 - Artificial Intelligence Solution



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Classroom Happenings



Snapshot of Success

Noah Eagle - Class of 2015

Radio Voice for the LA Clippers on AM570



Snapshot of Success

Bryan Gallion - Class of 2015

Published journalist -

The New York Times

The Associated Press

The Washington Post

Capital News Service



Snapshot of Success

Jake Handler - Class of 2011

Author of the children's book *Rock on Billy*



Snapshot of Success

Isabella Bonvini - Class of 2019

Sophomore at Rutgers University

Major: Journalism and Cinema Studies

Minor: Creative Writing



Gratitude

Congratulations to Ms. Stacy Casais!

“Appreciation is a wonderful thing. It makes what is
excellent in others belong to us as well.”

Voltaire