

Dear Center School Parents/Guardians: (Week 2 of remote learning)

(Please have your child watch the video message from the Principal found on the school website, "home instruction" page.)

Please remember "home instruction" requires a dedicated adult to monitor, and is instrumental in making the program successful. Be mindful that while online with the video and audio, background noise happening in your house can be distracting to the class. Please make sure you are having your child work in a quiet environment and also be cognizant of personal conversations being held while your child is online.



We are trying our best to keep up with laptop issues. Some are easy fixes, but broken laptops are not. Turnaround time to fix one is not quick, even when we are at school. Please remember any computer can be used at home as students can access their google account to do work. Also, please understand that we were not set up for quick computer repairs under these circumstances and are trying our best to meet this aspect of remote learning.

We would love to see how your children (and you) are faring this second full week of remote learning. If you have any special/interesting pictures and stories about how you are making remote learning work for you and would like to share, please send them to me for my next Principal's Newsletter to share with other families. I am sure everyone is looking for ideas, suggestions, help, or inspiration.

Remote Learning Update:

At this time all schools are closed until further notice. NJDOE Commissioner Repollet has advised all New Jersey schools that Governor Murphy and the NJDOE will need to assess and discuss the possibility of reopening schools before any announcements are made. There is no time frame set as of yet. So, for now we will continue our remote learning plan week by week until notified differently. Please direct any technology-based questions and concerns to techsupport@center.school and me at rrinaldi@center.school.

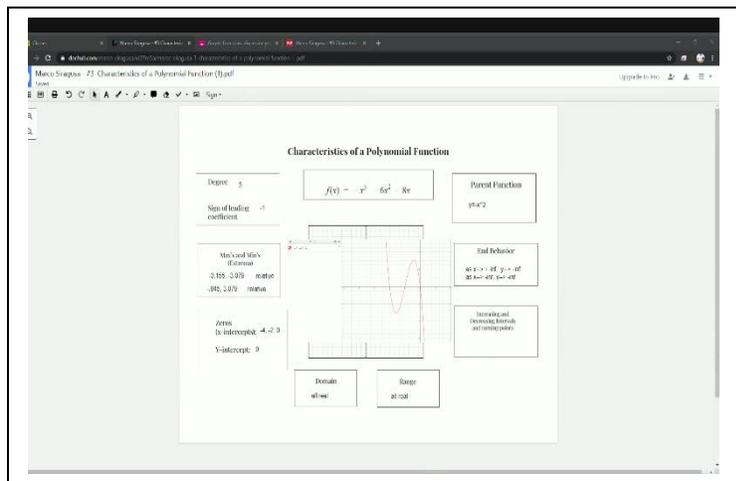
MOST Importantly... as you will notice, this weekly newsletter recounting the curricula and related services provided at The Center School is no different than our recounting from newsletters from the past two years. In other words, our staff have continued to deliver a high-quality education and all the related services without missing a beat during this transition to remote learning. We are extremely proud of this seamless transition and our ability to fulfill our responsibilities to our students.

FROM THE CLASSROOMS:

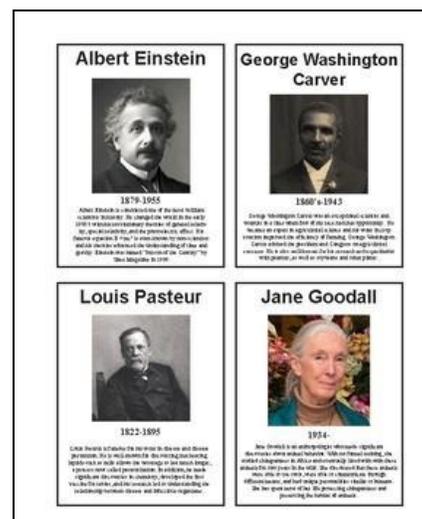
High School

Mrs. D'Alessandro's message: I want to thank the wonderful students and their families for the warm welcome I have received. The surprised faces and excitement when I appeared in their classrooms through "Meet" made my heart smile. Thank you all! I am so happy to be back teaching each and every one of you. All week my students have been present and participating during our scheduled time and I could not be more impressed.

In Mrs. D'Alessandro's PreCalc, Marco took over the discussion of 'Characteristics of Polynomial Functions' and presented his work to the class. New terminology students are using includes: End Behavior, Extrema, and Multiplicity of Zeros. Another PreCalc student is investigating the trig functions, calculating values for the common angles (in degrees and radians) and soon will be graphing the different functions based on those values. In Geometry, investigations continued with similar right triangles and their proportional sides, ordering the sides and angles of a triangle from least to greatest and angle relationships found when a transversal intersects parallel lines. Mrs. D'Alessandro's Algebra 2 class has been working very diligently with Quadratic Functions and can tell you all about their key features which include terms like Parabola, Vertex, Minimum, Maximum, Axis of Symmetry and X- and Y-intercepts. They did a wonderful job on their personal 'Check for Understanding' today.



Throughout these two weeks of remote Science instruction, our Science students began researching their MP3 project, "Adopt a Sci Guy/Gal." Coinciding with Women's History Month, 7 prominent female and 7 prominent male scientists were presented as possible research topics (all 14 scientists can be found on Google classroom for your student's respective class period, as well as scoring rubric/suggested websites/overall format & guidance to follow when conducting research). All classes reviewed the above criteria over several class periods. Once students confirmed they felt comfortable with how to proceed, we then turned our attention to preparation for MP 4 project, "Botany Buffet." Students will have their choice of flower/herb/veggie seeds mailed to their address March 28. We will conduct an online tutorial Tuesday, March 31, or Wednesday, April 1, for how to start indoor seeds for eventual transplant to an outdoor garden (saving empty eggshell cartons will be much appreciated). Thanks for your help in ensuring your teen's attendance for our daily Google meets video classes. Show & tell has taken on new meaning during this new adventure in learning.

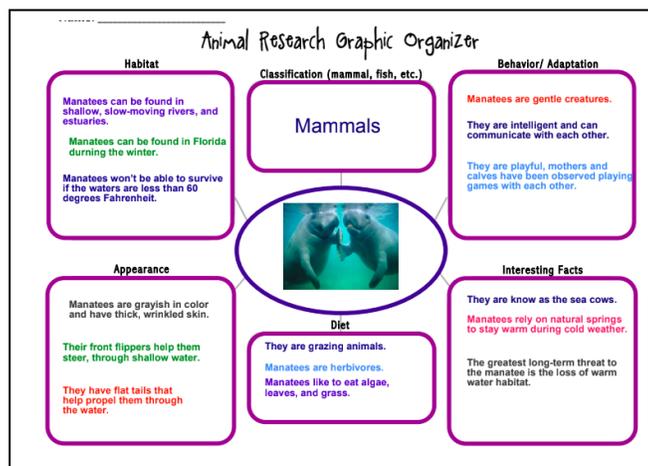


Mr. Miller's US History 1 classes dove into their virtual learning experience of the American Civil War. Students are currently participating in a virtual "Gallery Walk" of various events, battles, ideas, and key figures associated with The Civil War. For this virtual activity, students are analyzing various text excerpts on a Google Slides presentation and answering questions based on each excerpt. All students have been doing a great job in the virtual learning setting through these two weeks. Keep up the great work!

Ms. Gibson's Environmental Science class is exploring the Florida Everglades. This week we used EdPuzzle to watch and discuss several videos that bring the Florida Everglades right into the students living rooms. Students are working on researching an animal from the Everglades. They are using a graphic organizer as a first step to writing a short paper on the animal.

Dr. R's Algebra students have been learning to use online graphing software, taking pictures of written work to hand in, and figuring out how to email work that won't save to google classroom. In between bouts of struggling with technology, we have looked at

pictures of equations, struggled with absolute value, with ratios, or with linear equations all while staying at home with few chances to escape. Consumer Math classes have been applying percentages to learn that bank accounts are better than check cashing services. All in all, it was a very busy and productive week. Please applaud your children for working so hard and so independently with very little oversight.



Middle School

The Middle School staff would like to compliment the students on their dedication and ability to switch to the new mode of learning. This speaks volumes to the character of each and every one of you. We are both impressed and proud of you.

Students in Ms. Harrison's Social Studies class have been working on a unit about Japan. Students were engaged in learning about Japan's culture, politics, and social structure. Student interest peaked when we began discussing the Samurai. The Samurai became the highest-ranking social cast during the Edo Period (1603-1867). Students explored changing and advancing styles of armor worn by the Samurai. Materials included leather, iron, and steel. Occasionally wood would be used for decorative features. Students drew and made interpretations of Japanese armor and weapons.



Mrs. Burak's English class continues to read "Tuck Everlasting." We have discussed the various twists and turns the plot has taken. We also have used foreshadowing to predict the ending of the novel. It is interesting to see the characters' personalities change as the novel progresses. Students also have worked on weekly vocabulary, grammar, and writing exercises. This week students were given several picture prompts. Their stories were both creative and cohesive. Both students and staff are interacting using both Google stream and Google chat. Everyone is becoming comfortable with both posing questions and answering them using these tools.

Ms. Small's Math class has been exploring such topics as prime numbers, exponents, squares, square roots, and fractions. Students have been provided with recorded video lessons in which I teach and review material with students on Jamboard, explaining concepts and how to solve problems within those concepts.

FRACTIONS

Type of Fruit	Amount of Juice Produced
1 medium orange	1 cup
1 medium lemon	1/2 cup
1 medium grapefruit	1/2 cup
1 medium tangerine	1/2 cup

Number of Fruit Needed to Produce 1 Cup of Juice

Orange: 1
Lemon: 2
Grapefruit: 2
Tangerine: 2

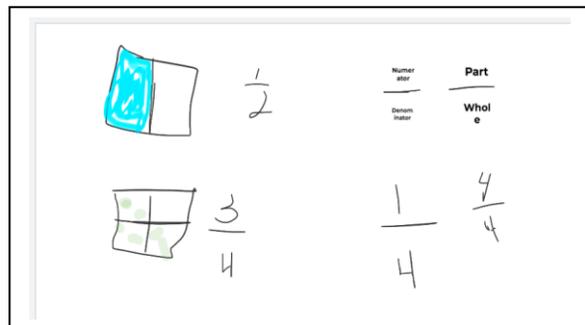
1 whole fruit = 1 cup juice

After being packed, about 500 pounds of oranges have been sent to a packaging plant. Here the oranges will wait to be cleaned, checked, packaged, and sent to food stores and juice plants.

The graph and table above give information about four types of fruit and the amount of juice that each one can produce.

- How many grapefruit are needed for 1 cup of juice?
- How much juice can you get from one medium lemon?
- Which fruit needs the largest number to make 1 cup of juice?

Students have also engaged in class discussions in Google Chat, asking questions and clarifying information. Work has been completed on Google Docs as well as by hand and emailed in. I am so proud of the effort I am seeing from this class as they continue to try their best in this new learning environment.



Ms. Akushie's Social Studies class are continuing learning about influential women in Women's history. The students learned about why the month of March was chosen to celebrate them and the brave actions many women took in order to fight for equality. The students also read an article about Eleanor Roosevelt who advocated equal rights for women, African-Americans, and Depression-era workers.

Elementary School

Our elementary students continued their remote learning this week with a study of the rainforest, savanna, and deciduous forest biomes in Science. Students compared and contrasted the terrain as well as animals found in each biome. They were surprised to learn that giraffes live in groups called "towers" and only have to drink water every few days. They also learned that lions sleep for twenty hours a day. Students made some personal connections to our study as well. Some of our students compared their own ability to run fast to that of the cheetah. Others responded that they are more



Practicing math outside!

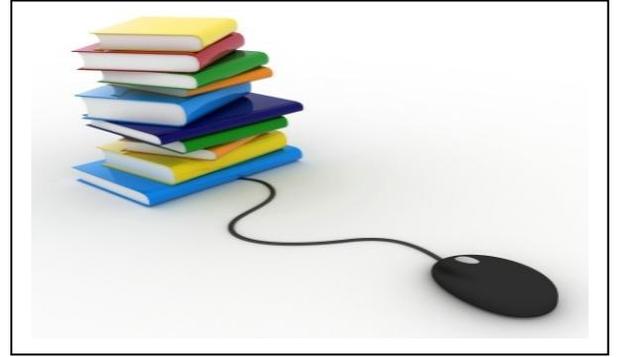
like the social giraffes who live in small herds rather than the leopards who like to spend a lot of time alone. In our morning meeting share this week, students in Mrs. Sheeley's class observed Ms. Maresco's rainbow painting and then shared what they would draw or paint to make them feel happy and smile. Our students would draw pets, plushies, unicorns, Minecraft characters and flowers. Students in Mr. Everett's class used Legos to study perimeter. Students continue to work hard to master new technology and submit assignments on Google classroom and Seesaw!



Virtual Morning Meeting!

Reading and Literacy Support

Period 6 LAL class is moving forward with Word Study and their Research Projects. Through Video Chat, students are participating in class and taking quizzes as appropriate. Additionally, the students are reaching out for extra help and taking the initiative to attend an extra class or two with pre-arranged instructor time. They are demonstrating self-advocacy and using the academic language in order to support their own learning. Their projects, all due next week, are in the form of essays, research papers (3-4 sources), and slide presentations. Following the provided rubrics, student work is of a high caliber and their achievement is notable.

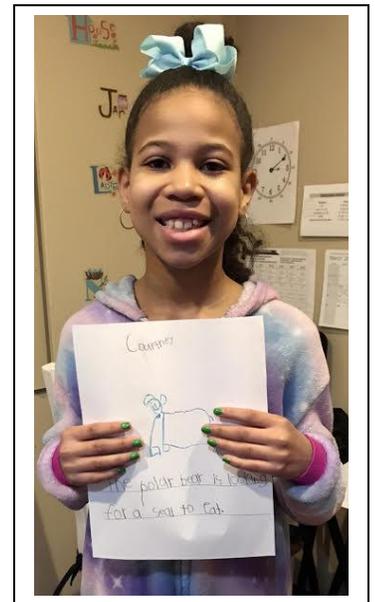


Reading and Literacy Support students are all exhibiting progress as well. Review is provided but new learning is forging ahead. Some students are demonstrating their listening comprehension skills with comprehensive illustrations of the details in the presented fairy tales. Vocabulary is further developed with learning of synonyms and antonyms as well as decoding with vowel patterns. Short stories are read and the opportunity to demonstrate their understanding is measured with literal and inferential responses.

Older students are also reading a variety of genre at their instructional levels. Through Video Chat, shared reading takes place to maintain the interactive component of their learning. Checking for understanding includes literal and inferential comprehension, vocabulary in context, cloze procedures and working with literary elements (plot, theme, characterization, and setting).

Speech and Language

Students in the Speech and Language program have been busy on Google Classroom and Google Meet. Some students are finishing books that were started before the transition to online instruction. One student almost finished reading “Be a Perfect Person in Three Days.” Who knew that wearing a broccoli necklace could make you perfect? Another student just finished reading a biography of Deborah Sampson, “The Secret Soldier” by Ann McGovern. This book tells the story of a young woman who disguised herself as a man and joined the Continental Army during the Revolutionary War. A few students are completing biographies about George Washington Carver. Other students are reinforcing their vocabulary and spelling skills by completing activities with root words, prefixes and suffixes. Finally, we have a new addition to our Center School Team who jumped right in listening to a book about polar bears, watching a video, answering questions, and drawing a picture.



Phys. Ed.

Middle School Health students began working on their health project about drugs. They are creating google slides about their chosen topics. They are researching the history of the drug, how it's used, and how to get help. They are doing a great job!

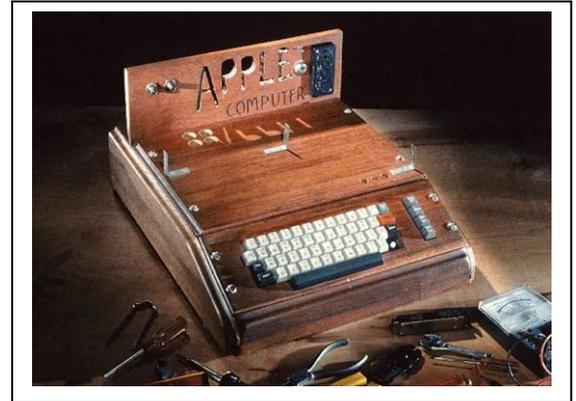
Art

This week in Art from home Elementary School students made leaf drawings. High School and Middle School students started work on intricate leaf pattern variations as well as their individual projects.



Woodshop

Yes, virtual woodshop is possible and we're doing it! Students have been excitedly signing in to find out more about how they can help their families at home and grow with skills utilized in everyday life as well as explore many locations around the globe. Some things we have learned so far would be how to appropriately hang heavy items, how to make guitars out of recycled skateboards, the life and designs of the famed architect, Frank Lloyd Wright and several tips and tricks for woodworking beginners. Many informative and exciting lessons are upcoming. Stay tuned...



Music

This week in music Elementary students listened to music by Mozart and then drew what they heard. They also practiced drawing treble clefs and bass clefs. It was so exciting to chat with all of them. Middle School students are working on Composer Biographies. The composers include Mozart, Beethoven, Ravel and Haydn. Some students watched videos of "Stomp" and then using household items created a rhythm. High School students are playing drums and piano for me over the computer.



Bistro

Bistro students spent the last week studying about appropriate restaurant customer service from "reading the customer" to which side to take plates and which side to serve plates. Upon completion of that unit, students gave presentations with their own slides or memes about the do's and don'ts of superior customer service.

Career and Financial Planning

Students studied the various forms related to taxes and employment - W-2s, W-4s and Form 1040. After learning about the ever-changing tax laws, they all agreed that they want to hire an accountant during tax time

Career Exploration

Students worked on the various steps in getting hired with an emphasis on the various points of communication - the resume, cover letter, interview and follow up thank you letter. There are a lot of steps involved in landing that job.

Career Exploration

Mrs. Ferraro's students continued their distance learning focusing on converting percents to decimals. Students divided the provided percent by 100 in order to find the decimal amount. All students continue to improve in navigating Google classroom and managing their assignments.

Life Skills

Life Skills students continued their virtual learning by practicing money skills. Students were tasked with ordering coins. Then when provided a series of coins, students must identify the correct coin and the order in which it appears from 4 multiple choice options. They are becoming more familiar and independent with accessing and completing their assignments online!

Financial Literacy/Planning

Mrs. Ferraro's students continued their virtual learning with practicing converting percents to decimals. This will be beneficial when the students need to financially plan and calculate a budget and/or when they are comparison shopping either in the community or online in order to find the smartest consumer purchase.

Therapeutic Dept.

This week High School counselors continued to discuss the coronavirus with the students and how it was affecting them. Some students have decided not to leave their homes until it is safe while others are focusing on schoolwork and thinking about spring break. Many students want school to open again because they miss their routines, miss seeing their teachers, and miss seeing their friends. We also looked at the possibility of an extended home instruction period and how that might look for all of us.

Mrs. Gorski continues to post daily messages to the students on her Google classroom. Please remind your child to check her page daily. There have been some links posted for students and their families to utilize for calming during these uncertain times. Individual counseling sessions have continued to go well with weekly phone calls. Mrs. Gorski also sat in on many classes this week to see how things are going for them and to offer her assistance if needed. Group counseling was used as an open forum for students to talk about things that they may be going through and for students to offer support to one another. The counseling interns have finished their spring break and only have a couple of weeks left so will be joining us next week in our group meetings and will be made available to chat between 12-3. We are working on a definitive schedule which Mrs. Gorski will send to all students and parents once it is finalized. As always, she is here to support the students and their families when needed, please feel free to reach out to her via email if you would like some assistance. kgorski@center.school
Please stay healthy and well.

School News

Important guidance for remote learning:

1. Please visit the school's website for continuous updates and information on the present school closure.

2. Remember that parental and/or guardian assistance is necessary for the remote learning process. Our students do require help to remain focused and on task to get the most out of the shortened class periods during this time. The more they are engaged, the more effective remote learning becomes. Ask your child's teachers for helpful hints. They do this EVERYDAY.
3. If you need support with behavioral issues you can always contact your child's school counselor.
4. If you need support with increased challenges your child exhibits due to this life changing event, and which may require more services than our school counselors can provide, New Jersey also offers two resources that are a good place to start when looking for help:
 - a. **NJ 2-1-1.** This website allows you to search for many types of social services from the state to local level. For best results, select your county as your location at www.nj211.org. To speak to a professional, you can call 2-1-1 or use their online chat service.
 - b. **NJ Helps.** This online state service screens all available state services and programs. The screens will prompt you for household information and give you a list of services you may qualify for. It will also give you a list of local county contacts for all services available in the state. Even if the program says you are not eligible for a service, you should contact the appropriate agency since eligibility requirements may be subject to special circumstances.
 - c. **The New Jersey Department of Children and Families, Division of Children's System of Care (CSOC)** Provides non-educational services for children and youth with developmental disabilities and services for emotional and behavioral health. These services may include personal care, training, residential care and other family services, such as afterschool and respite care, counseling, crisis intervention and medical care at home. Registration forms and information can be obtained on the division's website Link: <http://www.nj.gov/dcf/about/divisions/dcsc/> or by calling the 24-hour free access line: 1 (877) 652-7624. Individuals between 18 and 21 years of age must first register for services with the Division of Developmental Disabilities: <http://nj.gov/humanservices/ddd/home>

More information on these and many other sources can be found at Advocates for Children of New Jersey: <https://acnj.org/gethelp/>

IMPORTANT DATES:

Tues. March 17- Fri. April 3	Remote Learning Instruction
Fri. April 3	3 rd Marking Period Ends
Mon. April 6 - Mon. Apr. 13	School Closed- Spring Break
Tues. April 14 - Fri. April 17	Remote Learning continues

Sincerely,



Dr. Ronald P. Rinaldi
Principal